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**FACTORS THAT INFLUENCE TEAM CONFLICT ON  
VOCATIONAL COLLEGES TEACHERS IN KEDAH**



**ZUBIR ABDULLAH**

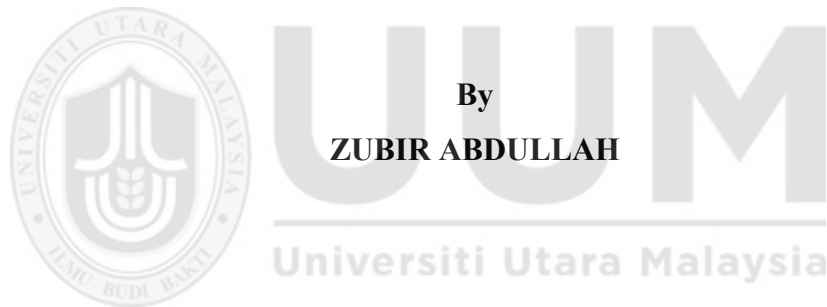
**UUM**  
Universiti Utara Malaysia

**MASTER OF HUMAN RESOURCE MANAGEMENT**

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**FACTORS THAT INFLUENCE TEAM CONFLICT ON VOCATIONAL  
COLLEGES TEACHERS IN KEDAH**



**By**

**ZUBIR ABDULLAH**

**Thesis Submitted to  
Othman Yeop Abdullah Graduate School of Business,  
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in Partial Fulfillment of the Requirement for the  
Master of Human Resource Management**



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## ABSTRACT

Team conflicts are often the case in every organization. This paper explored the factor of task conflict, task-oriented leadership, self-management (own emotion), and work culture that causes the team conflict among Vocational College teachers in Kedah. The purpose of this research paper is to identify the factors that can cause team conflict on Vocational College teachers. The data was collected through structured questionnaires among vocational teachers in five Vocational Colleges in Kedah. A total of 191 questionnaires were collected and analyzed using the Statistical Package for Social Science (SPSS) Version 23.0. The result found that there is a significant and positive relationship between task conflict and team conflict. The study also found a significant and negative relationship between task-oriented leadership, self-management (own emotion), and work culture towards team conflict. Based on the finding, vocational teachers should manage their task conflict in order to overcome their conflict within a team. Other than that, they also should enhance their task-oriented leadership, self-management (own emotion), and work culture to reduce team conflict. This paper presented a significant theoretical and practical contribution to the body of knowledge and towards vocational teachers in Vocational Colleges entire Malaysia.

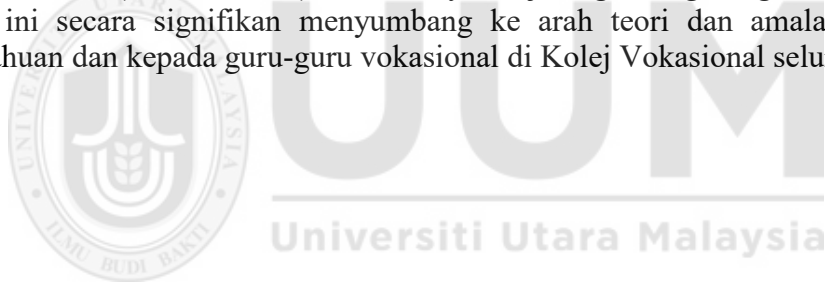


**Keyword:**

Team conflict, Task conflict, Task-oriented leadership, Self-management, Own emotion, and Work culture.

## ABSTRAK

Konflik pasukan sering berlaku dalam setiap organisasi. Kajian ini meneroka faktor konflik tugas, kepimpinan berorientasikan tugas, pengurusan diri (emosi sendiri), dan budaya kerja yang menyebabkan konflik pasukan di kalangan guru-guru vokasional di Kedah. Tujuan kertas penyelidikan ini adalah untuk mengenal pasti faktor-faktor yang boleh menyebabkan konflik pasukan terhadap guru-guru Kolej Vokasional. Data ini dikumpul melalui soal selidik berstruktur di kalangan guru vokasional di lima Kolej Vokasional di Kedah. Sebanyak 191 soal selidik telah dikumpulkan dan dianalisis dengan menggunakan *Statistical Package for Social Science (SPSS)* versi 23.0. Dapatan kajian mendapati terdapat hubungan yang signifikan dan positif antara konflik tugas dan konflik pasukan. Kajian ini juga mendapati hubungan yang signifikan dan negatif di antara kepimpinan berorientasikan tugas, pengurusan diri (emosi sendiri), dan budaya kerja terhadap konflik pasukan. Hasil kajian memperlihatkan bahawa guru vokasional harus menguruskan konflik tugas mereka untuk mengatasi konflik di dalam pasukan. Selain itu, mereka juga harus meningkatkan kepimpinan berorientasikan tugas, pengurusan diri (emosi sendiri), dan budaya kerja bagi mengurangkan konflik pasukan. Kajian ini secara signifikan menyumbang ke arah teori dan amalan terhadap ilmu pengetahuan dan kepada guru-guru vokasional di Kolej Vokasional seluruh Malaysia.



### **Kata Kunci :**

Konflik pasukan, Konflik tugas, Kepimpinan berorientasikan tugas, Pengurusan sendiri, Emosi sendiri, dan Budaya kerja.

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## LIST OF ABBREVIATIONS

MOE	Ministry of Education
BPTV	Bahagian Pendidikan Teknik dan Vokasional
JPN	Jabatan Pendidikan Negeri
KV	Kolej Vokasional
SPSS	Statistical Package for the Social Science
IV	Independent Variable
DV	Dependent Variable



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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter explains in general about the implemented study and elaborates in several subtopics which is discussion related to the background of the study, problem statement, research questions, research objectives, the significance and organization of the study. In line with that, the debate also involves the scope, and definition of variables relate to the study.

#### **1.2 Background of the Study**

The restructuring process of the education system has shown that various changes and new paradigms have been implemented primarily in the Technical and Vocational Education (PTV) system in the country. The education system in Malaysia has undergone many changes and reforms over time which applies to the Technical and Vocational Education system which demonstrates various strategies for empowering the education system. According to Wan Zahid (1993), the national education system should be formulated in line with the Vocational Education Transformation Program (TPV) aimed at strengthening the national vocational education system that will commence in 2013, wherein the restructuring of all Vocational Secondary Schools across Malaysia to the Vocational College. According to Ismail (2011) to support the country's economic transformation agenda in producing skilled and trained talent, an academic composition

will be reduced, and the addition of industrial practices or technical internships to students will be carried out.

The excellent quality of education depends largely on high productivity among educators especially teachers who contribute primarily to the education field. An effort to compete with the world's most advanced countries, an education system needs to be able to produce knowledgeable young people, able to think critically and creatively, have strong leadership skills and able to communicate effectively globally as well as able to weather and overcome the challenges of time in front (Hazlina Aziz, 2017).

Teachers are professional educators whose primary task is to educate, guide, train, evaluate and develop informal education, primary and secondary education. Teachers are responsible for designing a good generation, and this is a mandate implemented. In the new perspective of the 21<sup>st</sup> century on teaching and learning, it is necessary to open a new window to figure out how 21<sup>st</sup> century skills and standards influence traditional education. However, this responsibility is something difficult to bear, even among teachers who consider it as a burden in their careers if their organizations have team conflicts. The role of each teacher must leave the mentality that they are just content experts and their responsibility is to deliver practical knowledge where 4C (creativity, critical thinking, communication, collaboration) and learning to learn is central. Teachers must plan to be facilitators who provide scaffolding to support students in developing their way of knowing and thinking (The New Straits Times, 2017). According to Tajulashikin, Fazura and Mohd Burhan (2013) stated that conflict at school

level indirectly affects all forms of the team in school organization and the effectiveness of its implementation in all kinds of education, educational policies, and innovations. It can occur can lead to emotional conflict and prevent teachers who determine the effectiveness of their teaching and learning. In the pursuit of high aspirations in the increasingly extreme global competitive environment in this unlimited world, every human must adapt to the transformation stream, despite having to face various problems and conflicts in groups or organizations.

Moreover, a teaching profession is a form of highly social service challenges. Teachers and education managers should be aware of the latest developments in leadership, self-management, resource management, and achievement of educational goals (Ibrahim Ahmad Bajunid, 1995 & Siti Norattiqah, 2012). Additionally, according to Shima Arshad (2017), schools are organizations that can not escape the demands of globalization. The changes will affect and influence the teacher on how the work, quality, and achievement of the academic performance. Factors affecting teacher change are the relationship between school community, work system, and financial problems. Conflicts that often arise between the head and the regular teacher are related to decision-making as well as less effective communication where interactions between teachers and administrators sometimes face problems that cause misunderstandings and changes that are to be met with challenges and become difficult to implement.

School leaders play an essential role in designing supervisory patterns more effectually to provide satisfaction with teacher work in complete their task given (Futrell, 1983). The supervisory pattern practiced by principals will sometimes cause discontent among teachers and consequently affects teacher relationships with principals which will affect the teacher's commitment to the given assignment (Collmer, 1990). Apart from contact with principals, relationships between teachers are also important. Conflict among teachers will affect the performance of a teacher's career. All teachers should be willing to work together to carry out teaching and learning tasks (Markandan, 1984). The field of education will not only have the problem of non-commitment, non-dedication, and unprofessional teachers but will also lose the quality of teaching and thereby affect the productivity and quality of Technical and Vocational Education (Ruhland, 2001, Tripp, 2006, & Sally, 2010).

In the education sector, especially educators who teach technical and vocational trends need to have high knowledge and experience. Continuous training needs to be undertaken with industry to ensure educators are not left behind in changing industry flows. The training and education of technical instructors in the field of technical and vocational skills in the industry is necessary because of rapid technological change (Mohamad et al., 2009). At the same time, TEVT's teaching staff and institutional staff as the most critical asset need to go through the process of self-development and related training. Exposure to new experiences in industry, knowledge and the latest technology and the most recent findings will also add value to the system of study. These are because the effectiveness of teaching has a relation with the level of teaching efficiency

(Kamaruddin et al., 2010). The development program can help to improve the level of professionalism for assisting teachers in adapting to the changes that take place and able to tackle team conflicts to produce leaders in a brilliant and glorious organization.

### **1.3 Problem Statement**

There are many sources of conflicts, but this study focuses on task conflict, task-oriented leadership, self-management (own emotion) and work culture on team conflict. According to Shamsudin (2014), expressing the conflict is a disclosure of the barriers or efforts to prevent others from doing something, getting material, approaching influential people, and seeking influence among colleagues. It will lead to improving organizational conflict and destroying the spirit of teamwork. Other than that, it also is seen as part of the natural process of human behavior that has to find attention that exists can help people to change in a better direction especially in teamwork.

According to Hashim Adnan (2014), states that teachers in vocational colleges have filed a complaint to The National Union of Teaching Profession (NUTP) to Technic and Vocational Division (BPTV) regarding unfair working hours for complying with Service Circular No. 2 of 2007 (Implementation of Graded Work Time at all Federal Government Agencies). As teaching duties in vocational colleges also involve co-curricular activities in line with the Ministry of Education Malaysia (MOE) goals which should be flexible working hours and infrastructure improvements for facilitators/instructors are further enhanced. Other than that, the content of the model for

skills subjects as diverse can create the task conflict and self-management (own emotion) of teachers which are always struggling with the preparation of materials for the practical and theoretical teaching process as well as administrative works.

Argon (2014) argues that school conflicts may be experienced in many issues such as task conflict in work distribution, financial resources, entry and exits of classroom teaching and practice activities, rewards, penalties, assessment practices, power usage, late class, absent leave, political views, negative personal attitudes, grade levels and scoring systems, issues regarding legislation, student behavior, dress code, assignment and placement for staff and resource distribution. “Conflicts can occur between teacher-administrators, teachers-teachers, or parents-parents or among the students and conflicts are more complex and difficult to resolve when people involved with the conflict are negative-minded and do not try to think positive in solving them” (Argon, 2014).

Other than that, according to Noordin Yahya, Shariffudin Ismail, Maimunah Muda, (2004); Umsha, (2007); Md Nordin Ismail, (2008); Sapora Sipon, Abdul Ghani, et al., (2006) team conflict often occurs when a teacher fails to control his or her own emotions (self-management) caused by work stress and family problems faced thereby leading to disciplinary problems and conflicts with other teams.

Boyad, Lyndon and Malker (2012) found that task-oriented leadership is the relationship between leaders and employees in an organization that involves elements such as

effective communication, motivation, and appreciation that favor the positive effects of censorship environment, especially when something new is the entire school system. Leadership covers many aspects of life and is often interconnected in one another, especially one's individual is different because the needs and feelings depend on their internal factors such as work culture. Good leadership will create adherence that will generate loyalty relationships and improve the efficiency of the school's organization and culture to help us understand how schools or colleges or institutions are governed by a well-known benchmark from one of the task-oriented leaders (Noriati Rashid et al., 2009).

According to Ibrahim Ahmad Bajunid (1995) and Siti Norattiqah, (2012) states that teachers are education leaders who must be aware of their profession as educators in increasingly challenging social services and keep abreast of the latest developments in leadership, self-management, resource management and achievement of educational goals. Other than that, Oliff and Ross (2006) recognize that teachers are often faced with various problems with high-pressure work levels and self-management conflicts (their own emotions) which lead to failure to achieve goals and cause the team conflict occurs in the organization.

The study by Thomas and Schmidh (1972) found that a manager in the United States has devoted about twenty percent of his time to resolving the conflicts arising in the team or organization. In Malaysia, it is estimated that about one and a half times eight hours of working hours are devoted to managing the conflict (Jaafar, 1996). It indicates



the issues like work culture occurs vary as this transition represents some changes like the transformation from Vocational Secondary Schools to Vocational College. Most educators at Vocational College are forced to teach courses that do not have their expertise, unlike Vocational Secondary Schools. As this change is addressed to future market demand, the curriculum and content of Technical and Vocational Education also change. Finally, coordination affects existing educators to shift from their expertise to something new which involve the task conflict, task-oriented leadership, self-management, and work culture. As a result, educators feel less satisfied because they can not do their best in communicating unfamiliar knowledge and their work culture changes from before.

According to De Dreu (2006). "Conflicts also occur when individuals or teams are aware of conflicts between sources, interests, practices, beliefs, and values that are important to each one." There is a key for the factor team conflict occurs among the teachers in vocational colleges. In this studies also will discuss factors that influence team conflict among teachers in vocational colleges in Kedah. Besides, several articles have been published on the topic of team conflict. However, no such research specific has been conducted in vocational colleges among teachers in the northern area. Hence, it is a necessity for the study to obtain more information on teachers team conflict in Kedah state. Therefore, a research gap has existed.

## **1.4 Research Questions**

Based on the study and a statement of issues have been raised, some questions were formed:

- 1.4.1 Is there any relationship between task conflict and team conflict?
- 1.4.2 Is there any relationship between task-oriented leadership and team conflict?
- 1.4.3 Is there any relationship between self-management and team conflict?
- 1.4.4 Is there any relationship between work culture and team conflict?

## **1.5 Research Objectives**

In general, this study is to:

- 1.5.1 To determine the relationship between task conflict and team conflict.
- 1.5.2 To identify the relationship between task-oriented leadership and team conflict.
- 1.5.3 To examine the relationship between self-management and team conflict.
- 1.5.4 To determine the relationship between work culture and team conflict.

## **1.6 Significant of the Study**

This research concentrated on exploring the understudy of team conflict among vocational colleges teachers. It is added to examine the factors that influence team conflict among vocational colleges teachers which are task conflict, task-oriented leadership, self-management, and work culture. The users of the framework are restricted to the enrolled teachers in Vocational Colleges in Kedah state.

From the theoretical perspective, this study will enhance knowledge, and at the same time, by conducting this research, the researcher will learn and get to have an in-depth understanding about the factors that influence team conflict among vocational colleges teachers. This study will also help the researcher to understand the factors that influence team conflicts like task conflict, task-oriented leadership, self-management, and work culture on teachers.

Team conflict among the teachers is a critical challenge to every organization. This study is essential to the organization because the leader can improve and take steps to enhance the level of team conflict among their teachers, especially in schools. The importance of this study is the results obtained from this study can be used to identify the primary cause of the issue which is team conflict. Through the identification of the primary purpose, we can determine a practical solution to overcome this issue. The questionnaire that was developed and distributed to our respondents help teachers in identifying the main factors and aspects that most influences their team conflict. Additionally, the research can be helpful in term of teachers team conflict and what are the strategies that could be used by the management or leader in the school to get the effective team up which can contribute the mission and vision organizations.

The future researcher may gain benefit from this research by using this study as guideline for the future research because it can help the next researcher to come out with a better analysis than the previous studies since this research study can assist them in terms of getting the information on how to make or conduct a research by following

the objective to ensure that they support the right standard procedure and principle. So in comfortable word researcher believes this study is entirely significant not only for researcher but also to the future researcher because this study may assist for future research.

### **1.7 Scope of the Study**

The study will be conducted in the state but only restricted to Vocational College. The study involved five Vocational Colleges in the state of Kedah. The scope of the survey covers the factors of team conflict like task conflict, task-oriented leadership, self-management, and work culture on vocational college teachers in Kedah. Results of this research will be represented in the study sample t and can formulate general problems of team conflict among teachers in Vocational Colleges. This study is expected to be able to be generalized to any other vocational colleges in Malaysia. The variable used is based on the design of researchers only.

### **1.8 Definition of Terms**

The definition of terms is described covering all variables ie team conflict, task conflict, task-oriented leadership, self-management, and work culture.

### **1.8.1 Team Conflict**

Team conflict can be defined as can happen when the team members have an understanding of different knowledge among the team members have experience of varying expertise among the team members that can lead the team to essential and unstable goals for the firm within the group (Hu, 2018), adapted Jehn and Mannix (2001).

### **1.8.2 Task Conflict**

Task conflict can be defined as when the team members who are involved in cross-boundary dealings might directly face task conflict because of different aims, different capabilities and skill styles (Nan Hu, 2016), adapted Li and Hambrick (2013).

### **1.8.3 Task-oriented Leadership**

Task-oriented leadership is a leader-oriented approach to achieving specific performance guidelines and standards that include several task management features such as coordinating job-related activities, administering, supervising product quality and providing financial reports by following the paths designed to achieve specific organization targets (Forsyth & Donelson, 2010).

#### **1.8.4 Self-management (own emotion)**

Management of personal feeling can be defined as a set of emotion processing abilities that can lead the teamwork upgrading social interactions (Cox, 2014).

#### **1.8.5 Work Culture**

The work culture of the school should be able to describe the atmosphere, and working relationships among teachers, between teachers and principals, between teachers and other education personnel as well as inter-agency in the environment is a manifestation of a conducive working environment (Dahlan, 2016).

### **1.9 Organization of Study**

The study consists of five chapters. Chapter one discusses the background of the study, problem statement, research question, research objectives, the significance of education, definition of terms and organization of the study. Chapter two will focus on the literature review of team conflict and four independent variables included in the study. The factors that lead to team conflict which is task conflict, task-oriented leadership, self-management, and work culture. Chapter three emphasizes on the methodology used in the present study such as research design, population and sample, design review, instrument development and review, data collection procedure, and data analysis technique. Chapter four consists of the research finding based on data collection and data analysis method. Factor analysis, reliability test, Pearson's correlation analysis, multiple regression analysis was used as a technique in chapter four. Finally, chapter

five offers a discussion of the hypothesis, implication and recommendations based on the result for future research and practices.





## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter will present the literature review of team conflict, and four-factor influences the team conflict.

#### **2.2 Team Conflict**

There are many definitions of team conflicts in the previous study. Team conflict is "the process that arises from a disagreement or differences among group members" (De Wit et al., 2012, p.360) and mentions by Jehn (1992), Priem and Price (1991) which team conflict is a traditional incompatibility divided into two broad types: task and relationship conflict. Task conflicts include team members disagreements about the content and the results of the ongoing work. Meek, Heit and Page (2005) stated that conflict is a dispute between two or more people or between two or more options. From this definition, conflict can be seen as a match against teams or power, struggle to fight or overcome. It is also seen that conflict exists when there is perception or incompatible activity. Conflict can also be a situation where there is an inadequate aim, thinking or emotion within or between individuals or groups leading to the opposition. Important aspects of this definition include "the stated struggle," which means that both parties must communicate about the problem of becoming a conflict. Another important idea is

that conflict often involves perception. Both parties can only understand that their purpose or goals, resources, and disruptions are not in harmony with one another.

The conflict comes in many aspects of human life. Conflicts occur in families, in communities and organizations such as schools. These conflicts can also appear within oneself and can center on the different needs and values that one has (Meeks, Heit & Page, 2005). According to Covey (2002), conflict arises when one party decides that things are not moving correctly and seek change, which is not approved by others. This suggests that it takes a party to declare the conflict to which the other party is drawn.

Oakley et al., (2004) found that their study which was the primary cause of team conflict was that team members refused to do their part, the members of a dominant team trying to force others to do everything in a certain way or team members refused to join or to try to sabotage work. Supported by Chan and Chen (2010) identifying the causes of conflicts are weak communication, poor job management, unfair working provisions, rough treatment, egocentric, have different values and ultimately, less sense of responsibility and initiatives. Markus Borga et al., (2011) mentions from Winter, Waner, and Neal-Mansfield (2008) who reviews the group's work in business education. "To facilitate teamwork, college teachers should teach the development of student groups, and the decision-making process."

According to Ming Huei Chen (2017) to reduce the team's conflict, each team member should share their cognition in the organization. The same perception will encourage team members to unite in whether they do. A lot of work and goals will work well within the stipulated time. Mengyun Wu (2018), explores team conflict as a perception of different cognition among team members leading to unusual and inconsistent things for firms in the team. This makes cognition a significant thing to be done by all team members to avoid team conflict.

Other than that, Inju Yang (2017) mentioned that managers spend a substantial amount of their time around 25 percent dealing with conflict, which indicates the critical role played by team leaders in team conflict circumstances. Team leaders also have to play the primary purpose to ensure others team members are always giving good corporation in their team. As a leader, they have the power to make all the team members are following their order.

According to Dewit et al., (2012), states team conflicts are "processes arising from the disagreement or disagreement among group members." Besides, according to Jehn (1995), team conflicts suspend disputes between members of teams arising from interpersonal mismatches and usually involve tensions, disruptions, and hostilities. People always think that team conflicts occur from one party only, but in fact, it happens by involving both parties. If we continue to believe that team conflicts are due to one side, we will not understand the bigger problem of what team conflicts factor is.

According to Nurul Nadya, Rohana, and Amirmuddin (2011), Technical Education and Vocational Transformation have led to some changes in Technical and Vocational Secondary Schools which in 2013, 79 secondary school units were upgraded to Vocational College which offered 12 courses of study and 53 classes. The change will cause the burden of educators to increase, and the work culture changes dramatically. This change also indicates that educators should develop the experience for students in practical and learning theories. Therefore, educators should be equipped with adequate and contemporary knowledge sufficient to meet the needs of the area being taught. Thus, the commitment of educators is not just showing but also forming a curriculum. The biggest challenge faced by educators is to become automated experts according to market needs and will influence the quality of educators' performance and influence the organizational culture directly or indirectly.

### **2.3 Task Conflict**

Task conflict encompasses team members' disagreements about the content and the outcomes of the task being performed. Task conflict may appear among team members whose task conflict can lead to team conflict. Task conflict can be defined when the task conflict can lead to team creativity which they will produce various types of functional tasks. According to study that conducted by Simon and Peterson (2000), task conflict can activate some battle especially when some different behavior is mistaken as deliberately which can harm and deem motivated by hidden agendas (Lee, 2018) adapted Simon and Peterson (2000). Besides, task conflict also can call cognitive

conflict which can be related to perception on different opinions and prospects concerning the work teams task (Lee, 2018) adapted Yang and Massholder (2004).

Furthermore, according to study that conducted by Yang (2004), disagreement happens among team members about on how particular aspects of a task should also be done can emerge in task conflict which is always occur among team members (Lee, 2018) adapted Yang and Massholder (2014). Next task conflict, especially in teams will have situations describe in change some ideas, objective appraisal of alternatives and rigorous contrast of perception among team members (Lee, 2018) adapted Ensley (2002). Also, according to research that conducted by Behfar (2011), task conflict also can relate to dispute about collective goals and task definition and the process conflict that reflect disagreement over logistical issues, job distribution and scheduling (Walter Van de Berg, 2014) adapted Behfar (2011).

Next, according to Blumberg (2016), task conflict also refers when the team members have different ideas, opinion, and viewpoint about the content of the task that is given (Chen, 2018). Lastly, task conflict also can arise to be less harmful even also have a positive impact such as better group decisions, greater likelihood of using integration styles of conflict management. Task conflict also can add satisfaction with team decision and desire to remain in the team (Yang Woon Chun, 2014) adapted Janssen (1999).

## **2.4 Task-oriented Leadership**

According to Bass (1990), a task-oriented style refers to as the "initial structure" in which the leader is more focused on the achievement of broad goals, and creates a clearer and precise communication pattern. With a clearer understanding, task-oriented leadership is a behavioral approach where leaders focus on tasks that need to be done to meet specific goals or achieve certain performance standards. Oriented (or focused leadership) is a behavioral approach where leaders are always focused on the success of the task and the maximum satisfaction and high motivation and general welfare of each team member.

The task-oriented leader focuses on getting the required tasks, or some works, on hand to achieve the goal. These leaders are usually less concerned with the idea rather than serving the worker and are more worried about finding the step-by-step solution required to meet a specific goal. They will often determine the depth of work and the necessary roles, place structures in place, and plan, organize and monitor progress in the army. The advantages of task-oriented leadership are to ensure the deadlines are complete and work is perfect and is very useful for team members who do not take care of their time well. Also, this key leader tends to be an example of a strong understanding of how to get the job done by focusing on what workplace procedures are required, thereby able to delegate work accordingly to ensure everything is timely and productive. However, because task-oriented leaders are not inclined to think much about their team, wellness, this approach can lead to a lot of lack of autocratic leadership, including causing motivational and retention problems.

Nilüfer Rügar (2018) founds that there was no effect of diversity of task-oriented leadership styles on the self-oriented dimension of Leader-Member Exchange (LMX). On the other hand, it was found that there were significant statistical implications on the relationship-oriented leadership style on LMX-oriented dimensions.

Darko (2014) founds that conflict cannot be avoided and do exist in schools and the cause of conflict categorized into two main factors, i.e., personal and structural. The conflict has both positive and negative effects, and therefore teachers and their leaders should work towards achieving positive results and minimizing the negative impact of conflict. The primary personal factors include differences in perception, personality, diversity of views and ethics. That of the fundamental elements responsible for conflict include sharing of shared resources, authority relationship, task differences and specialization being the least.

In Malaysia, studies by Kalimuthu (1975) shows that teachers in this country have a role-based conflict because of differences in perceptions about the role of teachers as well as personal needs with the needs of the organization. The findings of the study by Mohd Yusof (1999) shows that 50 percent of school teachers agreed that the headmaster did not show a positive attitude especially in establishing a relationship with the teacher which eventually became the cause of conflict between the headmaster and the teachers in the school.



## 2.5 Self-Management

According to study that conducted by Goleman (2006), emotional intelligence was involved in the management of own emotion when it exists within a framework of many abilities and competencies, and also knowledge and practice of these competencies can be a life journey (Cox, 2014) adapted Goleman (2006). For example, according to a study conducted by Dulewicz and Higgs (2000), emotional intelligence involves the management of own feelings (Cox, 2014) adapted Dulewicz and Higgs (2000). Leaders and team members knowing the emotional intelligence competencies usually practice self-management that common threads explored by researchers and individual that aims to expand their understanding of the emotional intelligence competencies (Cox, 2014).

According to a study conducted by Mayer and Salovey (1997) which is utilized by four abilities which is one of it is the management of emotion (own and others) (Cox, 2014). These abilities are further refined for knowledge on how the emotional intelligence works in teams, and also emotional intelligence is ordinarily designed to be a value-added competency to various aspects of individual and group performance, that called collaboration (Cox, 2014) adapted Jordan and Troth (2004).

According to a study conducted by Cummings and Worley (2005), self-management team is “responsible for a complete product or service, or a major part of a production process” this means we responsible when doing the task or the service. We managed ourselves to complete the product or the process. “They control members task behavior

and make a decision about task assignment and work methods” which mean team members can make a decision about the task that being given and managed to make decision what method that they can use to complete the product or service (Johansen, 2013) adapted Cummings and Worley (2005).

In addition, self-management also can be define according to study conducted by Frankforter and Christensen in 2005 which is generally can described as a "self-determining, permanent, cross-functional group of employees (usually six to ten) that shares the responsibility for a particular product and service an organization produces" (Page-Shipp, 2018) adapted Frankforter and Christensen (2005).

## **2.6 Work Culture**

According to Nordin and Othman (2003), the school is a small community with its own culture. According to Ahmad Mohd Salleh (1997), and Pavlovic (2015) to fulfill the official religion of the school, teachers play an essential role in understanding the long-term and short-term objectives. For example, the teacher discusses the development of the education system where the critical agenda is the implementation of the curriculum.

According to Paais (2018), the findings show that organizational culture has a positive and significant effect on performance, work stress hurts performance and job satisfaction has an impact on employee performance. Some of the employee performance improvements should be that the company pays more attention to the organizational

culture applying in the company environment and the manager in influencing job satisfaction as employees are required in an organization. More support is given to employees to be satisfied with their work to maximize their performance.

Other than that, Alexis Louis Roy and Christelle Perrin, (2018) stated in her study of how organizational culture shapes behaviors and conflicts handling styles. This study also gives insights on how corporate culture can be changed to set up new conflict handling styles in an organization. Besides, cultural change management only worked when it was planned and vigorous enforcement by the leader governing.

Nuryanto (2018), concluded that organizational culture and work motivation at the same time had a significant and positive impact on employee performance. Haryono (2017), founds that corporate culture and work motivation have a positive effect on organizational commitment.

## **2.7 Hypothesis**

This hypothesis can be defined as a tentative argument about the research problem. It can be seen as a possible research result conducted by a researcher. More importantly, before the hypothesis is carried out, a researcher needs to accurately report on research findings obtained by literary researchers to find out about the relationship between dependent and independent variables in a better way. The hypotheses developed for this study include the following:

### **2.7.1 Task Conflict and Team Conflict**

Studies have shown that there is a significant relationship between task conflict and team conflict. According to Jungst (2016), task conflict refers to differences in ideas, opinions, and viewpoints about the content of a task. Besides, the disagreements on the means of performing a function may spill over and create or exacerbate relationship conflicts (Rose, 2004). Task conflict also is not without drawbacks also appears that no research has explored the moderating effect of team goal orientation on the relationship between task and relationship conflict (Huang, 2010). Also, task conflict helps members to expose different ideas, clarify concepts, unify goals, and accept decisions (Huang, 2010). Task conflicts happen; both parties express different opinions, knowledge, and viewpoints. But when task-related argument debates may be subjectively misinterpreted as personal attacks, and evoke negative interpersonal emotions and attitudes (Schaeffner et al., 2015).

Inju Yang (2017) founds that provoking by illustrating the positive effects of attitudes prevented conflict from leaders. China supports that avoidance of conflict will influence positive outcomes in carrying out the assigned tasks in accordance with existing work culture. Furthermore from Eun Keung Lee (2018) found that task conflict influence directly and positively related to team creativity and is negatively and indirectly related to team creativity via team conflict. Specifically, it enhances the positive direct effect of task conflict and alleviates the adverse indirect effects of task conflict on team creativity.

Misty and Allen (2014) found that high levels of correlation between task and conflict, and measurement and data analysis issues make it difficult to isolate the effects of each type and history of conflict that can affect the relationship between conflict and task.

Frank (2018) founds that controlled "departmental" conflict may lead to enhanced decision making, while "personal" conflict may be destructive and lead to non-optimal decision making. It's also identified the importance of the investment appraisal "procedure" as distinct from the individual models used and suggests that this is one way of controlling conflict within teams. Therefore, it indicates that a significant relationship between task conflict and team conflict.

**H1 There is a significant relationship between task conflict and team conflict.**

### **2.7.2 Task-oriented Leadership and Team Conflict**

Studies have shown that there is a significant relationship between task-oriented leadership and team conflict. Overall, the changes are planned and implemented by the Vocational Technical Education Division (BPTV). The effect of this change is on leaders, workers, and organizations themselves. Particularly in working situations, i.e., work stress, work quality, time management, work motivation, organizational commitment, and job satisfaction. Leadership style is an essential element in realizing the transformation of this vocational education system in which the role of the leader is to create a conducive environment and work environment in line with the changes in the

education field. Leaders need to create a working environment that encourages employee self-development as well as explore and try new ideas (Abd. Ghafar, 2011).

Jun Yang (2003) states in the study that task-oriented leadership contributes to collective entrepreneurship through its positive impact on highly dependent collaboration on teams in the organization. Supported by Haskins (1998) mentions the type of collaboration that is "transactional cooperation" which is done voluntarily by direction, and is controlled by a leader who eventually conflicts with each other (Haskins et al., 1998). The results also demonstrate the indirect impact of high-task-oriented leadership, have an interest in being a positive or negative relationship in team conflict.

Leaders do not control and control workers, but they give space to workers to imagine, invade and innovate. This situation helps leadership in implementing change in an organization. Leaders also need to work teamwork and distribute work well. This shows that the leaders in the implementing group, namely Vocational College who used to be Vocational Secondary School and Technical Secondary School, should adopt the task-oriented leadership style in line with that change occur.

**H2 There is a significant relationship between task-oriented leadership and team conflict.**

### **2.7.3 Self-Management and Team Conflict**

Management of emotion can relate to emotional intelligence which can be defined as a set of emotion processing abilities that lead to improving social interactions (Cox, 2014). Many peoples will have emotional intelligence when they want to manage their emotion to solve the problem and act on intellectual growth among the teams (Cox, 2014). This indicates that management of emotion has a relationship between the factors that lead to team conflict.

The study of Sehrawat and Sharma (2014) suggest that Emotional Intelligence positively correlates with the team, leadership, strategic, and management. Even subscale self-awareness, self-management, social awareness, and social skills communicate positively with groups, strategic, management, style and promoting leadership. Intelligent individual emotions tend to be aware of their own emotions and feelings (Mayer & Salovey, 1997).

Other than that, Luminita Catana (2015) founds that conflicts negatively influence the personality of some teachers for individual level, and even creates isolation for some of them and also, create demotivation and lack of interest for the school issues, nervousness and an unfriendly atmosphere in the teacher's room, etc and it's more to self-management (own emotion) to that teachers.

In his study of emotional intelligence and his relationship, Chipain (2003) founds that emotional intelligence is closely related to the success of a person which can be concluded where a high emotional tendency arises when the management of conflict is excellent and successful. Goleman (1995) recognizes the importance and use of emotional intelligence is very important to face a clear view of ourselves and others in order to avoid conflict in the team.

**H3 There is a significant relationship between self-management (own emotion) and team conflict.**

#### **2.7.4 Work Culture and Team Conflict**

Findings in the study by Cheung and Chuah (1999), there are sources of conflict that consist of cultural dimensions that may be negatively impacting the forces of friction. Multicultural teams seem to face more conflicts than mono-cultural groups because the value system on the side is different. Therefore, a multicultural leader must understand the conflict management carefully, and be able to control the conflict effectively to improve the performance of the team.

According to Park and Jeong (2013), found that school changes are about the process of individual and organizational changes involving the operation of spirit-raising, effective practice, and mental factors to improve and understand the teacher's pedagogical practice more clearly. Supported by Ghitulescu (2013) specifying the changes made are



to develop the education system at all levels and the success achieved with the close relationship with the school leadership.

According to Ab. Aziz (2008) and Fullan (2007), the most common form of change in the organization are changes in organizational structure, work evolution, and technology, as well as changes in work culture, will affect the troop conflict. Supported by Smrita, Sing, Gupta and Rajul (2010) found the factors that occur especially the acceptance of workers towards new work culture and the time taken for a new work culture to replace the old work culture has a positive or negative impact on team conflict.

At the same time, studies of college lecturers need to be placed in higher education schemes and non-teacher projects where the role of college instructors is more challenging when they are entrusted to carry out various educational courses, namely Graduate Studies, Graduate Teacher Programs, Special Programs, Overseas Overseas. This will indirectly increase team conflict in the organization as there are too many things to do besides teaching. According to Jainabee (2005), the Ministry of Education (MOE) and Teacher Education Division need to present some motivators in working culture such as promoting rewards, implementing additional salary schemes, increasing annual leave, conferencing or research as motivators for lecturers to carry out their duties and ultimately contribute to productivity better teaching and reducing team conflict among fellow lecturers.

Organizational culture is a feature of a team, not an individual (Hofstede, 1998). According to Ta Chuang et al., (2004), the results show that work culture's uniformity will reduce the positive impact of diversified functional background on team conflict. It is a deep organizational structure, which is based on values, beliefs, and assumptions held by team members. Past research defines the work culture as a common value pattern that determines appropriate attitudes and behaviors and establishes what is essential to team members (Hofstede, 1998). Shared values are important for the organization's function as they maintain the organization as a restricted unit and provide it with different identities to avoid conflicts in teams. Strong culture defined as the suitability of cultural values represents the pattern of a set of value agreements among team members. Organizational culture is also one of the potentially contextual factors that can influence the group process (Tsui et al., 1995; Williams & O'Reilly, 1998). According to O'Reilly and Chatman (1996), work culture is a social control system that forms individual behavior and should have an important influence on the function of the various groups. Chatman et al., (1998) states that individual-oriented individuals, individuals in different organizational-oriented organizations with others, with respect to race and gender tend to be less interrelated but more communicative, and more positive conflicts than negative.

Important factors in organizations such as conflict, high workload, and culture lead to satisfactory workplaces (Sushma, 2009 & Brewer, 2002; Mehdi, 2013 & El-Nahas, Mohamad El Salam, Shawky, 2012 ). According to Hotepo. Asokere. Abdul-Azeez and Ajemunigbohun, (2010) conflicts have positive or negative effects and can occur

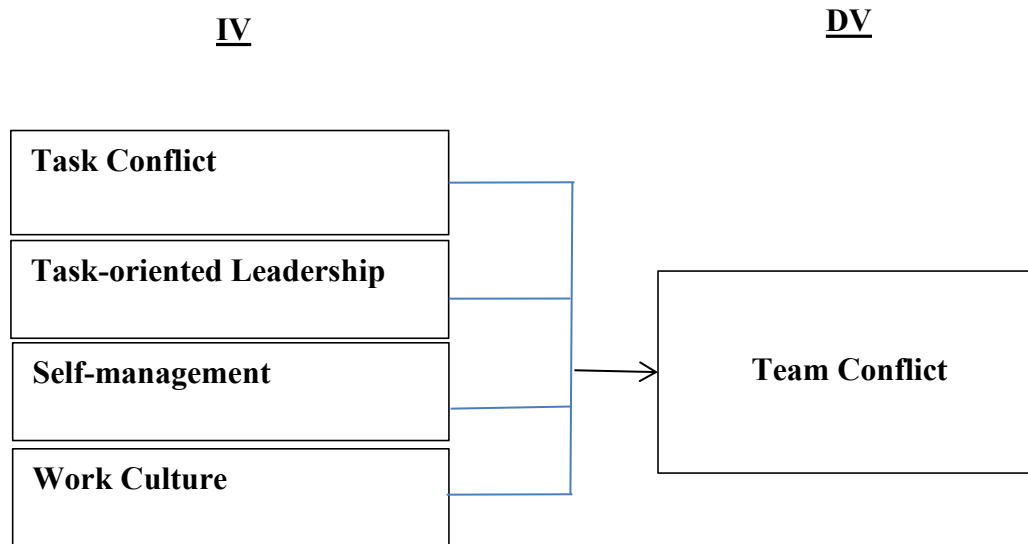
between individuals, between individuals and groups (different departments), and between groups. Conflicts can be viewed negatively and beneficial in resolving issues in different perspectives and can be detrimental to the overall organizational environment as well as from positive outlook it can be a useful tool for achieving the organization's goals and objectives. Work culture with team conflicts can be positive or negative in the new dimensions in the world today.

**H4 There is a significant relationship between work culture and team conflict.**

## **2.8 Research Framework**

The research framework is one of the critical factors that can be found in the research paper (Sekaran & Bougie, 2016). They classified research framework as the primary basis of what the whole research paper is interpreted. The model in this research is created from an existing study and is appearing in the figure above with a specific end goal to play out the examination. The variance in the dependent variable is team conflict and clarified by four independent variables: task conflict, task-oriented leadership, self-management, and work culture. So, the research framework of this study is shown in figure 2.1 below.

Figure 2.1  
*Framework Model*



This model is investigating and emphasize on the relationship between task conflict, task-oriented leadership, self-management and work culture on team conflict among vocational college teachers. The study will measure the influence of the task conflict, task-oriented leadership, self-management and work culture on team conflict. A research framework was produced focused on the literature review.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter will discuss the study's methodology that includes design, conduct studies, data acquisition process of collecting and analyzing data so whole. Interest will be focused on the research design, population and sample, design review, questionnaire design, and instrument review.

#### **3.2 Research Design**

The study focuses on the factors that influence team conflict on vocational colleges teachers in the state of Kedah. This research adopts a quantitative study by using the survey method to achieve the objective set up for the analysis. The results and findings of the survey depend on the statistical data collected and analyzed by using the Statistical Package of Social Sciences (SPSS).

#### **3.3 Population and Sample**

According to Sekaran and Bougie (2013), the population means that interest is expected to be investigated by researchers of the whole of persons, events or objects. Therefore, this study is about the factors that influence team conflict on Vocational Colleges teachers in Kedah that involved in the educational field. The study would like to know

the factors that influence the team conflict on vocational colleges teachers. According to the statistics of the State Education Department (2018), the latest amount of Vocational College teachers in Kedah is about 626 peoples. For the research, five colleges had been selected which are *Kolej Vokasional Langkawi*, *Kolej Vokasional Alor Setar*, *Kolej Vokasional Sungai Petani 1*, *Kolej Vokasional Sungai Petani 2*, and *Kolej Vokasional Kulim*.

For this study, the sampling method used in this study is the purposive sampling method which is a convenience sampling and all respondents were selected among teachers in Vocational Colleges. Krejcie and Morgan (1970), have produced a table to determine the sample size (Appendix A). As suggested in the table of sample size by Krejcie and Morgan (1970), the researcher should select at least 234 respondents as a sample.

In this research, the target respondents are the Vocational College teachers. The location that we choose is Kedah. The reason that Kedah had been selected is that it is more convenient to conduct the pilot test and distribute the questionnaires. This location is quite near to the place that we located which is Sungai Petani, Kedah. When the area is more convenient, the time and cost will be saved when we conduct the questionnaires. Furthermore, another reason is that not researchers yet make the study on this topic for the northern area involve the Vocational Colleges.

### **3.4 Design Review**

For this study, researchers will use research-based methods, descriptive methods through a questionnaire to be distributed in some vocational colleges in the state. The questionnaire prepared for the information of the respondents to identify the factors that influence team conflict on Vocational College teachers. The study is a descriptive survey method using a questionnaire oriented because of an existing picture obtained by this method.

### **3.5 Questionnaire Design**

The process of gathering the data in the form of numbers can know as a measurement. The numbers will convey some of the information is measured. A scale is a tool which uses to measure the grade of any variables and object. The scale is divided into four categories which are nominal scale, ordinal scale, interval scale and ratio scale (Sekaran & Bougie, 2013).

The properties of nominal scale and ordinal scale also can found in an interval scale. Interval scale is a type of level which uses the distances between observations to captures quantities which have an arbitrary origin. It also does not represent any phenomenon. Therefore it is not iconic. Lastly, ratio scale is the highest form of measurement which consists properties of nominal, interval and ordinal scale (Sekaran & Bougie, 2013).

In this study, the questionnaire consists of six sections which are section A, section B, section C, section D, section E and section F. Section A is demographic profile of respondent's. In the article, it consists of a respondent's details such as gender, age, educational level, marital status, basic salary per month, experience as a teacher, and department. Those personal details are all private and confidential. This section is designed by using a nominal scale and ordinal scale to create the questionnaire. About the questionnaire, two questions are using a nominal scale, such as gender and marital status. Nominal scale is a basic level of measurement which assigns a value to an object for grouping purpose (Sekaran & Bougie, 2013). However, there have three questions that are using an ordinal scale, such as basic salary, educational level, and working experience. The ordinal scale also can be known as ranking scale. It allowed the variable categories and arranged it based on rank-orders (Sekaran & Bougie, 2013).

Furthermore, section B until section F are using an interval scale to design the questionnaire. Interval scale consists of both nominal and ordinal scale properties. It is a type of scale which uses the distances between observations to captures quantities which have an arbitrary origin (Sekaran & Bougie, 2013). In section B until section F, for the section part, it is more suitable by using a five-point Likert scale to measure the respondent's attitudes. Therefore, the five-point Likert scale is adopted as a technique to design the questionnaire. Respondents are required to select from the range of 1-5 to represent their perceptions towards team conflict. For example, 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. According to Zikmund (2003), a five-point Likert scale can also be identified under an interval scale. The purpose of



the developed five-point Likert scale is used to measure the level of agreement among all the respondents. It can be range from negative to positive towards respondent's perception (Zikmund, 2003). In this study, the questionnaire is designed by adopting the questionnaire from other researchers. The below Table 3.1 is the origin of the questionnaire from the researchers and the number of items which adopted in this study.

### 3.5.1 Instrument Development

Table 3.1 indicates for dependent variables in this study like team conflict. From the main resources shows the items from Jehn (1995) with five items.

Table 3.1  
*The origin of the construct in the research for team conflict*

Variables	Operational Definition	Source	No. of Items	Questions
Team Conflict	Team conflict is a “differences of opinion about the work being done and about ideas” and “differences in viewpoints, ideas, and opinions”.	Jehn,1995	5	<ol style="list-style-type: none"> <li>1. In our department, there is frequent disagreement about the idea.</li> <li>2. In our department, there are high differences of professional opinion.</li> <li>3. Members in our department frequently disagree regarding the department decision.</li> <li>4. Personality clashes in the department.</li> <li>5. Grudge among members of the team.</li> </ol>

Table 3.2 indicates for independent variables in this study like task conflict. From the main resources shows the items from Kankanhalli (2006), with five items.

Table 3.2

*The origin of the construct in the research for task conflict*

<b>Variables</b>	<b>Operational Definition</b>	<b>Source</b>	<b>No. of Items</b>	<b>Questions</b>
Task Conflict	Task conflict is related to disagreements among team members about the team task at hand.	Kankanhalli, 2006	5	<p>1. My department tended to disagree over alternatives.</p> <p>2. The disagreements experienced by my department were directly related to the task.</p> <p>3. My team members disagreed over the solution proposed.</p> <p>4. My department members support a different viewpoint.</p> <p>5. The differences experienced by my team were task related.</p>

Table 3.3 indicates for independent variables in this study like task-oriented leadership.

From the main resources shows the items from Northouse (2009), with nine items.

Table 3.3

*The origin of the construct in the research for task-oriented leadership*

Variables	Operational Definition	Source	No. of Items	Questions
Task-oriented Leadership	Task-oriented leadership is one who focuses on the task or series of tasks at hand, as well as all procedures necessary to achieve the task	Adapted Northouse, 2009,	9	1. Make a “to do” list of the things that need to be done. 2. Try to make the work fun for others. 3. Urge others to concentrate on the work at hand. 4. Show concern for the personal well-being of others. 5. Set timelines for when the job needs to be done. 6. Help group members get along. 7. Listen to the unique needs of each group member. 8. Stress to others the rules and requirements for the project. 9. Spend time exploring other people’s ideas for the project.

Table 3.4 indicates for independent variables in this study like self-management. From the main resources shows the items from Jordan.P.J. (2002) with four items.

Table 3.4

*The origin of the construct in the research for self-management*

Variables	Operational Definition	Source	No. of Items	Questions
Self-management	Self-management (own emotion) dimensions might play a role in that processes because they influence one's emotional response to stressors and the way in which these emotions are managed.	Jordan.P.J, 2002	4	1. I respect the opinion of team members, even if I think they are wrong. 2. I can overcome my frustration with other team members. 3. I try to see all sides of a disagreement before I conclude. 4. I give a fair hearing to fellow team members ideas.

Table 3.5 indicates for independent variables in this study like work culture. From the main resources shows the items from Maull (2001), with eight items.

Table 3.5

*The origin of the construct in the research for a work culture*

Variables	Operational Definition	Source	No. of Items	Questions
Work Culture	Work culture is influenced by what personal outcomes its members pursue, what the customer orientation is like, and what organizational issues the organization comes across.	Maull, 2001 adapted Anna Melse, 2016	8	<ol style="list-style-type: none"> <li>1. In this organization every day is different.</li> <li>2. In this organization, there is a clear preference for the challenge.</li> <li>3. In my department, we know and understand our vital processes.</li> <li>4. I am optimistic about the future of my department.</li> <li>5. In this organization, change is fast and immediate.</li> <li>6. In this organization, we are actively aware of the competition and what they are doing.</li> <li>7. My department has no rules about the use of memos, faxes, and letters.</li> <li>8. There a culture of teamwork and cooperation within the organization.</li> </ol>

### 3.6 Instruments Review

The questionnaire is used in this research project to collect the primary data from our target respondents. Questionnaire method is considered the most suitable instrument to collect all the relevant data in this research project. It is cost effective and time-saving to obtain the relevant data from our target respondents. Besides that, the questionnaire method is a convenience to use since it can reach a large number of respondents and a large amount of information can be collected. The questionnaire used in this study include the following six sections:

Table 3.6  
*Questionnaire reviews*

Section	
A	Demographic profile of respondents regarding gender, age, highest level education, marital status, estimate monthly income, experience as a teacher, and department.
B	Consist of question measuring dependent variable which is team conflict among teachers.
C	Consist of question measuring the independent variable which is task conflict
D	Consist of question measuring the independent variable which is task-oriented leadership.
E	Consist of question measuring the independent variable which is self-management.
F	Consist of question measuring the independent variable which is work culture.

### **3.7 Data Collection Procedures**

Data collection procedure were conducted in two phases. Phase one involved the pilot test in KV Kangar, Perlis, and the second phase is the primary survey. The study included five vocational colleges in Kedah. The data collected through the distribution of questionnaires filled in from teachers in the vocational colleges, and it take a week to complete this task before it started the analysis process. Researchers applied for permission to education research application system (eras 2.0) under education planning and research division of education ministry of Malaysia, Technic and Vocational Division and Kedah Education Department to conduct this research (Appendix E). Researchers distributed 234 questionnaires to respondents through the authorization of vocational college directors and are given to the head of the department of each vocational college to be distributed to teachers.

After the questionnaires were distributed, collected and received feedback from respondents, researchers reviewed each questionnaire returned to ensure that the respondents answer all items. After collection, 191 questionnaires accepted and the data is analyzed using a program Statistical Package for Social Science (SPSS) version 23.0 software. The questionnaires were analyzed using descriptive and inferential statistics. The results of the analysis presented in the form of a table that shows the frequency, mean, standard deviation, factor analysis, scale, correlation, and regression. Based on the data that will be obtained later, the results of the study will be discussed by each item by the objectives, research questions, and hypotheses.

### **3.7.1 Descriptive Statistics**

Descriptive statistics that show the frequency, mean and standard deviation which provide descriptive information of the set of data.

### **3.7.2 Statistical Inference**

The data collected will be recorded in the program Statistical Package of Social Science (SPSS) for Windows Version 23.0. Questionnaires will be analyzed using Statistical Inference, and the findings will be presented in the form of a table which will show the frequency, mean and percentage. The results of the analysis of the data obtained would be discussed under each item to see objective research to see how many times each dimension to test the correlation (relationship) and multiple regression (influence) between dependent and independent variables.

### **3.7.3 Factor Analysis**

Factor analysis is a correlation technique which begins with a large number of variables and then tries to reduce the interrelationship between the variables to a few names of clusters or factors. In other words, factor analysis refers to a collection of statistical methods for reducing correlational data into a smaller number of dimensions or factors. Prerequisite tests need to be performed to proceed with the factor analysis process. The test includes Kaiser-Meyer-Olkin (KMO), Bartlett's and Measure of Sampling Adequacy tests.



#### **3.7.4 Reliability Testing**

To examine the internal consistency of the instruments. The reliability coefficients as represented by Cronbach's Alpha value with reflecting the reliability instruments. According to Sekaran and Bougie (2013), reliability indicates how stable and consistent devices measure the concept of the research. It is an indication of what extent is the questionnaire is error-free or free from bias. Therefore, consistencies can be enhanced across the items in the instruments. Reliability can help to assess the measurements "goodness." There are several test reliability, but the most famous test would be coefficient Cronbach's Alpha. This test is an indication of how well the items in the questionnaire are correlated with each other positively. A pilot test is considered as one of the critical processes before delivering the actual or altered survey to the target respondent. This is due to the importance of obtaining information regarding the items in the questionnaire that seems indistinct to the respondent. It is considered as a pre-test for a research instrument (Baker, 1994). The purpose of this study is to clarify that all the items in the questionnaire are clear to the respondents and by the beginning of February 2019, a pilot test was carried out, and questionnaires were distributed to 30 respondents. Hence, the positive result will help the researcher to proceed to other targeted respondents. The effect of the pilot test is below:

Table 3.7  
*Pilot Test Results*

<b>Variables</b>	<b>Number of items</b>	<b>Coefficient Cronbach Alpha Value</b>
Task conflict	5	0.853
Task-oriented leadership	9	0.818
Self-management	4	0.711
Work culture	8	0.823
Team Conflict	5	0.853

The result from SPSS shows that task conflict has a coefficient alpha value of 0.853. For task-oriented leadership has a value of 0.818, self-management has a value of 0.711 and lastly work culture has a value of 0.823. These values indicate that all independent variables have excellent and good reliability. On the other hand, the alpha value for the dependent variable which is team conflict is 0.853. It has excellent reliability. As all of the variables have reliability above 0.6, it means that this questionnaire is reliable and suitable to be used in the full study.

### **3.8 Conclusion**

This chapter emphasizes the fragment of the methodology of this research. This chapter provides explanations of all elements that are necessary for the research methodology part. Also, this chapter will help the researcher by giving clear illustration regarding the manner and pattern in which the study is designed methodologically. As a conclusion, this chapter will provide a better clue of the adopted research methodology and the mode of embraced analysis.



## CHAPTER FOUR

### INITIAL ANALYSIS AND FINDINGS

#### 4.1 Introduction

This part discusses the findings of the study. The rate of responses and respondents' descriptions are all presented in this section of the survey. Besides, the outcome of the reliability test of each variable is also included, including Pearson correlation, followed by the regression analysis of the hypothesis in the study.

#### 4.2 Rate of Responses

In this research, a total of 234 of the questionnaire were distributed to Vocational College teachers in Kedah. The result, the researcher managed to collect and gather a total of 191 surveys that were completed by the respondents. In this context, the data indicates that there are 81.62% of response rate from the respondents. The summary of the response rate in this study is shown in Table 4.1 below.

Table 4.1  
*Summary of Response Rate*

Total of Questionnaire	Total of Questionnaire used in this study	Percentage (%)
234	191	81.62%

### 4.3 The Demography of Respondents

Table 4.2 indicates the profile of the participating respondents in the study based on demographic characteristics. According to Siraj (2015), the purpose of demographic data collection is to determine any variables that might affect the validity of the study and also to identify any significant differences between the various classes.

As stated previously, total respondents are 191. Out of 191 respondent, 90 (47.1%) were male, and 101 (52.9%) were female. Based on this finding, there are more female teachers than male teachers and were dominated in a vocational college in Kedah. The respondents in the study are varied in age. Majority of the respondents were above 31 to 35 years (31.9%) followed by the respondents in range age of 25-30 years (12.6%), 36 to 40 years (47%), 41 to 45 years (5.8%), and above 46 years (25.1%).

Regarding the highest level of education, the total of 11 respondents had a diploma (5.8%), 170 of respondents had a degree (89%), 10 of respondents had a master (5.2%), and 0 respondents had a Ph.D. and other than academic qualification (0%).

In term of marital status, a total of 21 of respondents (11%) was single, 170 respondents were married (88.5%), and 1 of respondents (0.5%) was divorced. In term of grade, majority respondents (46.1%) had a DG41, 2 of respondents (1%) had a DG32, 4 of respondents (2.1%) had a DG34, 6 of respondents (3.1%) had a DG38, 66 of respondents (34.6%) had a DG 44, 13 of respondents (6.8%) had a DG48 and 12 of

respondents (6.3%) had a DG52. In terms of estimated monthly income, the majority of respondents (45.5%) had income in range RM5000 and above, followed by 9 of respondents (4.7%) who had income in range RM2000 to RM2999, 18 of respondents (9.4%) who had income in range RM3000 to RM3999, 77 of respondents (40.3%) had income RM4000 to RM 4999, and no respondents (0%) had income below RM2000.

Majority of respondents in the study had a experienced 5 to 10 years (42.4%), followed by teachers who serve in range below 5 years (7.9%), 11 to 15 years (17.8%), 16 to 20 years (7.3%), and more than 20 years (24.6%).

Finally, in term of the department, a total of 80 respondents was working in Mechanical & Manufacturing Engineering (41.9%), 27 of respondents (14.1%) in Electric and Electronic Engineering, 18 of respondents (9.4%) in Civil Engineering, 8 of respondents (4.2%) in Information Communication & Technology, 47 of respondents (24.6%) in Hospitality and 11 of respondents (5.8%) in Business.

Table 4.2  
Demographic Statistic

Variables	Category	Frequency	Percentage (%)
Gender	Male	90	47.1
	Female	101	52.9
Age	Below 25 years	0	0
	25-30 years	24	12.6
	31-35 years	61	31.9
	36-40 years	47	24.6
	41-45 years	11	5.8
	Above 46 years	48	25.1
The highest level of education	Diploma	11	5.8
	Degree	170	89.0
	Master	10	5.2
	PhD	0	0
	Others	0	0
Marital status	Single	21	11.0
	Married	169	88.5
	Divorce	1	0.5
	Widowed	0	0
Grade	DG29	0	0
	DG32	2	1.0
	DG34	4	2.1
	DG38	6	3.1
	DG41	88	46.1

	DG44	66	34.6
	DG48	13	6.8
	DG52	12	6.3
Estimated monthly income	Below RM2,000	0	0
	RM2,000 - RM2,999	9	4.7
	RM3,000 - RM3,999	18	9.4
	RM4,000 - RM4,999	77	40.3
	Above RM5,000	87	45.5
Experience as a teacher	Below 5 years	15	7.9
	5 year - 10 years	81	42.4
	11 years - 15 years	34	17.8
	16 years - 20 years	14	7.3
	More than 20 years	47	24.6
Department	Mechanical & Manufacturing Engineering	80	41.9
	Electric & Electronic Engineering	27	14.1
	Civil Engineering	18	9.4
	Information Communication & Technology	8	4.2
	Hospitality	47	24.6
	Business	11	5.8



#### 4.4 Factor Analysis

Table 4.3  
*Confirmatory Factor Analysis*

	Component				
	1	2	3	4	5
TC1	.781				
TC2	.831				
TC3	.837				
TC4	.636				
TASK1		.751			
TASK2		.662			
TASK3		.814			
TASK4		.676			
TASK5		.651			
TOL1			.749		
TOL2			.663		
TOL3			.731		
TOL4			.823		
TOL6			.628		
TOL7			.789		
TOL8			.665		
TOL9			.744		
SM1				.818	
SM2				.779	
SM3				.645	
SM4				.512	

WC1			.725
WC2			.839
WC3			.644
WC4			.708
WC5			.760
WC6			.756
Kaiser-Meyer-Olkin (KMO)	.738	.834	.814
Bartlett'S Test of Sphericity	.000	.000	.000

Dependent Variable: Team Conflict (TC)

Independent Variable : Task Conflict(TASK), Task-oriented Leadership (TOL), Self-management (SM), Work Culture(WC)

Initially, the factorability of the items was examined. Several well-recognized criteria for the factorability of the component matrix were used. The Kaiser-Meyer-Olkin(KMO) in Table 4.3 above the measure of sampling adequacy was .738 for the first factor, .834 for the second and third factors and .814 for the fourth and fifth factor. All five-factor above the commonly recommended value of 0.6 and Bartlett's test of sphericity was significant .000 for all elements.

In this analysis, four items have been removed due to failure in meeting the minimum criteria of having a primary factor. The first removed item was item TC5. The presence of these items loaded heavily on 1 factor question the results. Then, the thing is removed TOL5 because this item does not substantially burden any element. The last issue was removed is WC7 and WC8 presence of these items loaded on two factors questions the

results. All other things were retained. Item TC1, TC2, TC3, and TC4 burdened substantially on the element (component) 1. Item TASK1, TASK2, TASK3, TASK4, and TASK5 loaded mainly on element (component) 2, item TOL1, TOL2, TOL3, TOL4, TOL6, TOL7, TOL8, and TOL9 loaded substantially on factor (component) 3, item SM1, SM2, SM3, and SM4 loaded significantly on element (component) 4, and the last item WC1, WC2, WC3, WC4, WC5, and WC6 loaded substantially on element (component) 5. All the remaining items carried forward to the analysis are having a good factor loading analysis value of greater than 0.5.

Five factors were accepted in this study. Refer to Table 4.3 above; the first factor refers to the Team Conflict which consists of 4 items (TC1, TC2, TC3, TC4). The issues in this factor address the frequent disagreement of the idea, differences of professional opinion, frequently disagree regarding the department decision, and personality clashes in the department.

The second factor refers to Task Conflict consists of 5 items (TASK1, TASK2, TASK3, TASK4, and TASK5) addresses on tend to disagree over alternatives, disagreements experienced directly related to the task, disagreed over solution proposed, support different viewpoints and differences in task-related experiences.

The third factor is Task-oriented Leadership consists of 8 items (TOL1, TOL2, TOL3, TOL4, TOL6, TOL7, TOL8, TOL9) addresses on my leader make a 'to do' list of the

things need to be done, try to make the work fun, urge to concentrate on the work, show concern for the personal, help group members get along, listen to the unique needs of each group members, and stress to the rules with requirements.

The fourth factor is Self-management consists of 4 items (SM1, SM2, SM3, SM4) addresses on respect the opinion even think they are wrong, overcome my frustration with other team members, try to see all sides of a disagreement before come to the conclusion, and give a fair hearing to fellow team members ideas.

The last factor is Work Culture consists of 6 items addresses on this organization is the difference every day, a clear preference for challenge, know and understand our essential process, optimistic about the future of department, organization change is fast and immediate, and organization actively aware of the competition. Overall these analyses indicate that five factors were underlying teachers responses to the factor items and these factors were moderately internally consistent. Four from thirty-one items was eliminated. However, the original factor structure proposed was retained.

#### **4.5 Reliability Analysis**

The 191 respondents were analyzed to measure internal consistency through Cronbach Alpha value. The reliability for the Table 4.4 below explains that variables task conflict, task-oriented leadership, self-management, work culture, and team conflict has a high-reliability coefficient of .773, .877, .698, .867, and .784 respectively From the table

below the results show that all the measures reached high-reliability factor ranged from 0.698 to 0.877. According to Cronbach (1951), internal consistency must be determined to measure reliability. The cut-off alpha for the current study is 0.60 as suggested from the previous research by Sekaran and Bougie (2013), Summary of reliability analysis is presented in Table 4.4 below.

Table 4.4  
*Summary of reliability analysis for the actual study*

Variables	Number of items	Coefficient Cronbach Alpha Value
IV-Task conflict	5	.773
IV-Task-oriented leadership	8	.877
IV-Self-management	4	.698
IV-Work culture	6	.867
DV-Team conflict	4	.784

#### 4.6 Descriptive Analysis

This section of the findings explains the mean score with the standard deviation of the variables included in this study base on five-point Likert Scales. The variables include task conflict, task-oriented leadership, self-management, work culture, and team conflict.

Table 4.5  
*The tendency level based on the mean score*

Mean Score	Tendency Level
1.00 to 2.33	Low
2.34 to 3.67	Average
3.68 to 5.00	High

Source: Landell (1997)

This level of the tendency for each variable can be seen as in Table 4.5. According to Landell (1997), if the mean score value is ranged from 1.00 to 2.33, the tendency level is low. If the mean score ranged from 2.34 to 3.67, the tendency level is average, and finally, if the mean score is varied from 3.68 to 5.00, the tendency level is high.

Table 4.6  
*Descriptive Statistic*

Variable	Number	Mean	Standard Deviation
Task conflict	191	3.4607	.65251
Task-oriented leadership	191	2.2768	.51969
Self-management	191	3.6937	.52544
Work culture	191	2.3464	.60984
Team Conflict	191	3.9319	.62929

Table 4.6 above shows that task conflict has a mean of 3.4607 and a standard deviation of 0.65251 while task-oriented leadership has a mean 2.2768 with 0.51969 as the standard deviation. Then, self-management has a mean of 3.6937 and standard deviation of 0.52544 while work culture has a mean 2.3464 with 0.60984 as the standard deviation.

Finally, team conflict has a mean of 3.9319 with a standard deviation of 0.62929. As a result, team conflict has the highest mean score between all variables and the lowest mean value recorded is 2.2768 for task-oriented leadership.

#### 4.7 Pearson's Correlation

The purpose of the Pearson Correlation is to identify the relationship between variables so we can describe the primary objective of a Pearson Correlation analysis is to see whether the variable correlates to each other.

Table 4.7  
*Rules for Pearson Correlation analysis*

Amount of correlation	Interpretation
$r = 0.5$ to $1.0$ or $r = -0.5$ to $-1.0$	High
$r = 0.3$ to $0.49$ or $r = -0.3$ to $-0.49$	Moderate
$r = 0.1$ to $0.29$ or $r = -0.1$ to $-0.29$	Small

Sources: Cohen (1988)

Table 4.8  
*Pearson's Correlation Analysis*

<b>Variables</b>	<b>Team Conflict</b>	<b>Task Conflict</b>	<b>Task-oriented Leadership</b>	<b>Self- management</b>	<b>Work Culture</b>
<b>Team Conflict</b>	1				
<b>Task Conflict</b>	.361**	1			
<b>Task- oriented Leadership</b>	-.285**	-.312**	1		
<b>Self- management</b>	-.226**	.355**	-.423**	1	
<b>Work Culture</b>	-.502**	-.373**	.645**	-.360**	1

\*\*correlation is significant at the 0.01 level (2-tailed)  $p < 0.01$

Table 4.8 above shows the Pearson correlation analysis result for independent variables and dependent variables relationship. According to the table, there is a relationship between task conflict and team conflict. There was a positive correlation between task conflict and team conflict with  $r = 0.361$  at  $p = 0.000$ ;  $p < 0.05$ . From the correlation value as suggested by Cohen (1988), the result indicates that the strength of the relationship between task conflict and team conflict is moderate (0.361).

According to the table, there is a relationship between task-oriented leadership and team conflict. There was a negative correlation between task-oriented leadership and team conflict with  $r = -0.285$  at  $p = 0.000$ ;  $p < 0.05$ . From the correlation value as suggested by



Cohen (1988), the result indicates that the strength of the relationship between task-oriented leadership and team conflict is small (-0.285).

According to the table, there is a relationship between self-management and team conflict. There was a negative correlation between self-management and team conflict with  $r = -0.226$  at  $p = 0.000$ ;  $p < 0.05$ . From the correlation value as suggested by Cohen (1988), the result indicates that the strength of the relationship between self-management and team conflict is small (-0.226).

According to the table, there is a relationship between work culture and team conflict. There was a negative correlation between work culture and team conflict with  $r = -0.522$  at  $p = 0.000$ ;  $p < 0.05$ . From the correlation value as suggested by Cohen (1988), the result indicates that the strength of the relationship between work culture and team conflict is high (-0.522).

#### **4.8 Multiple Linear Regression**

Regression analysis explains correlations analysis to determine whether the variables possess more on the positive or negative relationship.

Table 4.9  
*Model Summary*

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.735 <sup>a</sup>	.540	.530	.43135

a. Predictors: (Constant), Work Culture, Task Conflict, Self-management, Task-oriented Leadership

Table 4.9 above shows how the well a regression model will fit the data. The R column will represent the value of R; the multiple correlation coefficients which are R-value can be used to measure the prediction of the dependent variable (Team Conflict). R-value 0.735 will indicate a high degree of correlation.

R Square value which is also called as a coefficient of determination will help to determine the proportion of various independent variables that can be explained by the independent variables. The value of R Square is 0.540 means that 54% indicate the total variation in team conflict can be defined by task conflict, task-oriented leadership, self-management, and work culture.

Table 4.10  
ANOVA Analysis

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40.632	4	10.158	54.594	.000 <sup>b</sup>
	Residual	34.608	186	.186		
	Total	75.240	190			

a. Dependent Variable: Team Conflict

b. Predictors: (Constant), Work Culture, Task Conflict, Self-management, Task-oriented Leadership

The F ratio in the ANOVA table test will provide the result whether the overall regression model will be fit for them or not. The Table 4.10 indicates that the independent variables statistically significantly predict the dependent variable,  $F(40.632, 34.608) = 54.594$  at  $p=0.000$ ;  $p<0.05$  which means that the regression model is a good fit of the data.

Table 4.11

*Coefficients Result of Task Conflict, Task-oriented Leadership, Self-management, Work Culture, and Team Conflict*

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.813	.385		17.704	.000
	Mean_TASK	.329	.054	.341	6.154	.000
	Mean_TOL	-.094	.082	-.078	-1.151	.251
	Mean_SM	-.683	.068	-.570	-10.013	.000
	Mean_WC	-.547	.069	-.530	-7.894	.000

a. Dependent Variable: Mean\_TC

Table 4.11 describes the multiple regression results and presents the factors that influence team conflicts like task conflict, task-oriented leadership, self-management, and work culture. As depicted in Table 4.11, the four variables examined in this study; task conflict ( $\beta=0.329$ ,  $t=6.154$ ,  $\text{sig}=0.000$ ), self-management ( $\beta=-0.683$ ,  $t=-10.013$ ,  $\text{sig}=0.000$ ), work culture ( $\beta=-0.547$ ,  $t=-7.894$ ,  $\text{sig}=0.000$ ) were found to be significant while the task-oriented leadership ( $\beta=-0.094$ ,  $t=-1.151$ ,  $\text{sig}=0.251$ ) were found not to be significant in predicting the factors that influence team conflict among teachers.

## 4.9 Hypothesis Testing

The researcher has developed four hypotheses in the present study, and all explanations were accepted. The summary of suggestions can be found in Table 4.12 below.

Table 4.12  
*Hypotheses Summary*

	<b>Hypotheses</b>	<b>Significant / Not Significant</b>	<b>Support / Reject</b>
H1 <sub>1</sub>	There is a significant relationship between task conflict and team conflict.	Sig at $p=0.000$ ; $p<0.05$ with $r=0.361$	Support
H1 <sub>2</sub>	There is a significant relationship between task-oriented leadership and team conflict.	Sig at $p=0.000$ ; $p<0.05$ with $r=-0.285$	Support
H1 <sub>3</sub>	There is a significant relationship between self-management(own emotion) and team conflict.	Sig at $p=0.000$ ; $p<0.05$ with $r=-0.226$	Support
H1 <sub>4</sub>	There is a significant relationship between work culture and team conflict.	Sig at $p=0.000$ ; $p<0.05$ with $r=-0.502$	Support

## 4.10 Conclusion

The data analysis was presented in this chapter. This chapter started with the introduction, demographic profile, followed by a confirmatory factor of analysis of construct, reliability test to ensure the data were reliable. Multiple regression analysis was used to determine which variable was the most significant and the best predictor to predict the outcome as well as to develop the equation. The next chapter focuses on discussion, recommendation, and conclusion.

## **CHAPTER FIVE**

### **DISCUSSION AND CONCLUSION**

#### **5.1 Introduction**

This chapter will discuss and present the result of the study finding a base on the research hypotheses and also based on a research question in line and even with the literature reviews. The first part of this chapter will discuss the finding summary even implication and lastly the limitations and suggestion for future studies.

#### **5.2 Discussion**

The hypothesis results and finding will be discussed regarding whether there is a direct relationship among (1) task conflict and team conflict; (2) task-oriented leadership and team conflict; (3) self-management and team conflict; (4) work culture and team conflict.

##### **5.2.1 Relationship between Task Conflict and Team Conflict**

From this study, it indicates the significant relationship between task conflict and team conflict. There was a positive correlation between task conflict and team conflict with  $r = 0.361$  at  $p = 0.000$ ;  $p < 0.05$ . The result shows that the strength of the relationship between task conflict and team conflict is moderate (0.361). The result explains that the increase in task conflict would subsequently increase team conflict. On the other hand, the decrease in task conflict would decrease team conflict. This means that teachers should

effectively manage the task conflict as to reduce team conflict. When the teachers are clear with their task, this would help them to face a problem with their team. Supported by Lee (2018) states that task conflict influences directly or indirectly with positive or negative and in connection with team conflicts. Previous findings also reveal that when arguments related may be subjective which will arouse emotional and negative interpersonal attitudes and this shows that there is a significant relationship between task conflict and team conflict (Schaeffner et al., 2015). Therefore, the decrease in task conflicts will decrease team conflicts when teachers can manage all the tasks that are well given.

### **5.2.2 Relationship between Task-oriented Leadership and Team Conflict**

From this study, it shows there is significant and positive relationship between task-oriented leadership and team conflict. There was a negative correlation between task-oriented leadership and team conflict with  $r = -0.285$  at  $p = 0.000$ ;  $p < 0.05$ . From the value of the correlation proposed by Cohen (1988), the result shows that the strength of the relationship between task-oriented leadership and team conflict is small (-0.285). It means that a negative correlation illustrates that task-oriented leadership increases and the teacher's conflict will be decreased. However in Multiple Regression, since the table of coefficient shows that the significant level is higher than 0.05 (0.251), the result found not significant influence / effect between task-oriented leadership and team conflict. It means that the task-oriented leadership is not being a main factor compared the others three factors. It indicates that task-oriented leadership is not a major factor compared to three other factors. Regression analysis shows that when all variables are measured at

the same time, there is an unhealthy variable that has been identified as task-oriented leadership. It shows that there are differences in the findings of correlation and regression. In the context of this study, the relationship between the variables shown to support the hypothesis developed. The findings in the correlation show leadership by a credible and good leader can help teachers in avoiding too much conflict in the team while providing the assigned tasks. Supported by previous research findings by Jun Yang (2003), task-oriented leadership has a positive impact when leaders are responsible for their employees. Darko (2014), states that conflicts are inevitable and always existed in schools and conflicts have positive and negative consequences. Therefore, teachers and leaders should strive to achieve positive outcomes and minimize the negative impact of conflict in their team for better school management.

### **5.2.3 Relationship between Self-management and Team Conflict**

From this study, it indicates the significant relationship between self-management and team conflict. There was a negative correlation between self-management and team conflict with  $r = -0.226$  at  $p = 0.000$ ;  $p < 0.05$ . From the correlation value as suggested by Cohen (1988), the result indicate that the strength of the relationship between self-management and team conflict is small (-0.226). It means that the negative correlation illustrates that as self-management increase, team conflict of teachers will be decreased. This factor demonstrates that if teachers can manage their own emotions in respect of the opinions and consensus of each group member, it will be able to help to reduce the conflict in school organization. Previous findings by Sehwat and Sharma (2015) states Emotional Intelligence (EI) is closely related to the team, leadership, strategic, and



management which demonstrates the importance of self-management (his own emotions) to reduce team conflict. In addition, the findings supported by Chipain (2003) found that emotional intelligence is closely related to one's success. Further findings also reveal that most teachers agree that they can prevent negative things from influencing their work in schools, especially their own emotions by respecting and giving each team member an opportunity to give opinions and ideas in order to avoid conflict in his team. When the teachers are clear with their self-management, this would help them to face every problem with their team. Therefore, the enhancing of self-management towards teachers at school can influence the reduction of team conflict among them.

#### **5.2.4 Relationship between Work Culture and Team Conflict**

From this study, it indicates the significant relationship between work culture and team conflict. There was a negative correlation between work culture and team conflict with  $r = -0.502$  at  $p = 0.000$ ;  $p < 0.05$ . From the correlation value as suggested by Cohen (1988), the result indicates that the strength of the relationship between work culture and team conflict is high ( $-0.502$ ). It means that a negative correlation illustrates that as a work culture increase, team conflicts will be decreased. This means that teachers should effectively manage the work culture as to decrease team conflict. When teachers are clear with their work culture, especially new changes, it will help them deal with each problem better to their team. It has been backed by previous studies by Park and Jeong (2013) that the changes in the school will involve the changes in the work culture of the individual and the organization that can influence the occurrence of conflict in the team. Supported by Ghitulescu (2013) which states that the changes that occur mainly in

schools are to develop a more positive education system at all levels. Therefore, the enhancing of work culture towards teachers at school can influence the reduction of team conflict among them.

### **5.3 Implications of the Study**

The implications of the findings are one of the crucial figures to acknowledge when conducting the study. If there no importance to the related parties, there is no point in doing the survey. The finding of this study found that the factor influence team conflict was tested with task conflict, task-oriented leadership, self-management (own emotion), and work culture. It also added insight in a large number of existing literature which already exists in the part of the team conflict and that factor that can cause it. Also, this study found also contributed to literature concerning team conflict whereby introducing into the model team conflict, where many researchers can use the study proposed framework as future studies in the times comes. This study is conducted in vocational college, which does not have much research on team conflict been conduct. Therefore, this study can be adding to the literature in team conflict.

This study current finding will practically contribute to Vocational College under responsibilities Technic and Vocational Education Division and Ministry of Education Malaysia when handling the conflict that occurs among teachers. For an instant, regarding present findings in team conflict, which indicates that there is a positive relationship between task conflict with team conflict. This will give awareness to them

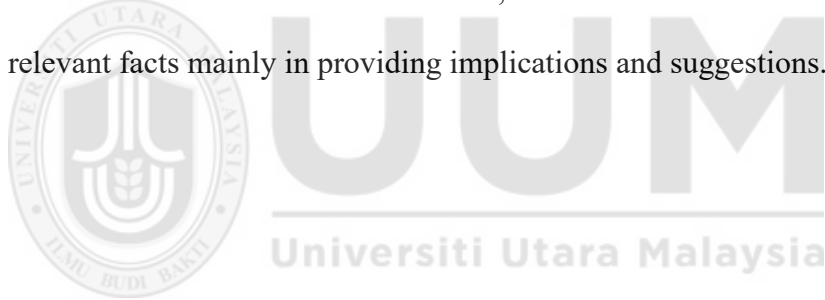
to be more professional and provide them with some knowledge on how to be more careful to avoid any conflict occur in their team. Other than that, for the individual benefit, this study helps people to have more common sense in handling their emotion while dealing with any conflict. In the other hand, this study allows the Director of Vocational College to make a policy and provide training and course that can prepare teachers in facing their conflict. This will educate teachers to be more professional and prepared themselves to take the challenge and manage team conflict for better education.

#### **5.4 Recommendation for Future Research**

There are a few recommendations for future research. Firstly, the prospective study can explore more on other factors that influence the team conflict like person group fit, management other emotion, relationship conflict, servant leadership and there are many factors influence the team conflict in this study. Further research should focus on different groups of teachers such as teachers who work in rural and urban areas, senior and junior teachers, full time and temporary teachers in the administration field. It can give impressive results or findings because it involves the various group of teachers without neglecting any parties in measuring the factor that influences team conflict among teachers.

## 5.5 Conclusion

As a conclusion, the chapter started with the discussion on the relationship between each independent variables and dependent variables, followed by implications of the study theoretically and practically, and limitations and recommendations for future researchers. All the discussion were analyzed systematically to provide useful results and solutions. The researcher also seeks to determine which of the four variables namely task conflict, task-oriented leadership, self-management, and work culture has the most factors that influence team conflicts. From hypothesis testing, task conflict, task-oriented leadership, self-management, and work culture indicates a significant relationship towards the team conflict. Based on what had been discussed, the researchers tried their best level to provide relevant facts mainly in providing implications and suggestions.



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## Appendices

## Table of Sample Size

TABLE 1  
*Table for Determining Sample Size from a Given Population*

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.  
*S* is sample size.

Source: Krejcie&Morgan (1970)

## Appendix B

### Population of Vocational College Teachers in Kedah

NAME OF VOCATIONAL COLLEGE	MALE	FEMALE	TOTAL
KOLEJ VOKASIONAL LANGKAWI	48	105	153
KOLEJ VOKASIONAL ALOR SETAR	62	57	119
KOLEJ VOKASIONAL SUNGAI PETANI 1	50	44	94
KOLEJ VOKASIONAL SUNGAI PETANI 2	21	104	125
KOLEJ VOKASIONAL KULIM	62	73	135
<b>TOTAL</b>	<b>243</b>	<b>383</b>	<b>626</b>



**UUM**  
Universiti Utara Malaysia

Questionnaire



**SURVEY QUESTIONNAIRE**

Dearly respected respondent,

I am currently pursuing my Master of Human Resource Management at School of Business Management, College of Business, Universiti Utara Malaysia(UUM). As a partial fulfillment towards complementing this program I need to conduct and complete a research on “**The Factors that Influence Team Conflict on Vocational Colleges Teachers in Kedah**”.

This questionnaire is designed to obtain information regarding teachers team conflict as well as other aspects such as task conflict, task oriented leadership, self management and work culture. It contains six sections which are Section A, Section B, Section C, Section D, Section E and Section F. Your willingness to spend approximately 15 minutes of your time to complete this questionnaire is greatly appreciated. All information given by the respondent will be classified as **CONFIDENTIAL** and will be used for **ACADEMIC PURPOSE ONLY**. I would be grateful if you could return the completed questionnaire to the appointed representative accordingly.

I sincerely thank you for your participation and cooperation in this survey and believe that it will contribute well for the research.

For further enquiries or information, do contact me:

Yours sincerely,

**(ZUBIR BIN ABDULLAH)**  
Master of Human Resource Management  
Universiti Utara Malaysia  
06010, Sintok, Kedah.  
Contact No.: 012-6040401  
Email : [zubir\\_abd@yahoo.com](mailto:zubir_abd@yahoo.com)

**SECTION A : DEMOGRAPHIC PROFILE**  
**BAHAGIAN A : PROFIL DEMOGRAFI**

This section is four your background details. Please answer all of the questions frankly and honestly. This will help in the analysis of the survey results. **Please tick (✓) at the appropriate box.**

*Bahagian ini adalah untuk latar belakang responden. Sila jawab semua soalan secara jujur. Ini akan membantu analisis keputusan soal selidik. **Sila tanda (✓) di dalam kotak yang disediakan.***

1 Gender / Jantina :

☐

Male / Lelaki

☐

Female / Perempuan

2 Age / Umur :

☐

Below 25 years / Bawah 25 tahun

☐

25-30 years / 25-30 tahun

☐

31-35 years / 31-35 tahun

☐

36-40 years / 36-40 tahun

☐

41-45 years / 41-45 tahun

☐

Above 46 years / Atas 46 tahun

3 Highest level education / Peringkat Pendidikan Tertinggi :

☐

Diploma / Diploma

☐

Degree / Ijazah

☐

Master / Sarjana

☐

Phd / Doktor Falsafah

☐

Others / Lain-lain:.....(Please specify / Sila nyatakan)

4 Marital status / Status Perkahwinan :

☐

Single / Bujang

☐

Married / Berkahwin

☐

Divorce / Bercerai

☐

Widowed / Janda

5 Grade / *Gred*

☐ DG29

☐ DG41

☐ DG32

☐ DG44

☐ DG34

☐ DG48

☐ DG38

☐ DG52

6 Estimated monthly income / *Anggaran pendapatan bulanan* :

☐ Below RM2,000 / *Bawah RM2,000*

☐ RM2,000 - RM2,999 / *RM2,000 - RM2,999*

☐ RM3,000 - RM3,999 / *RM3,000 - RM3,999*

☐ RM4,000 - RM4,999 / *RM4,000 - RM4,999*

☐ Above RM5,000 / *Atas RM5,000*

7 Experience as teacher / *Pengalaman sebagai guru* :

☐ Below 5 years / *Bawah 5 tahun*

☐ 5 year - 10 years / *5 tahun - 10 tahun*

☐ 11 years - 15 years / *11 tahun - 15 tahun*

☐ 16 years - 20 years / *16 tahun - 20 tahun*

☐ More than 20 years / *Lebih dari 20 tahun*

8 Department / *Jabatan* :

☐ Mechanical & Manufacturing  
Engineering / *Kejuruteraan  
Mekanikal dan Pembuatan*

☐ Information Communication &  
Technology / *Teknologi Maklumat dan  
Komunikasi*

☐ Electric & Electronic Engineering /  
*Kejuruteraan Elektrik & Elektronik*

☐ Hospitality / *Hospitaliti*

☐ Civil Engineering / *Kejuruteraan  
Awam*

☐ Business / *Perniagaan*



**SECTION B : TEAM CONFLICT**  
**BAHAGIAN B : KONFLIK PASUKAN**

Respond to each statement by circling the extent to which you strongly agree, or agree, or neutral or disagree, or strongly disagree with them. Please use the following rating for your response.

**Fill and Tick the appropriate column.**

*Respon terhadap setiap pertanyaan dengan menandakan sama ada anda sangat setuju atau setuju atau neutral atau tidak bersetuju atau sangat tidak bersetuju. Sila gunakan skala berikut bagi setiap respon anda.*

**Isi dan Tandakan ruangan yang sesuai.**

1	2	3	4	5
<b>Strongly disagree</b> <i>(Sangat tidak bersetuju)</i>	<b>Disagree</b> <i>(Tidak bersetuju)</i>	<b>Neutral</b> <i>(Neutral)</i>	<b>Agree</b> <i>(Bersetuju)</i>	<b>Strongly agree</b> <i>(Sangat bersetuju)</i>

NO.	QUESTIONS / SOALAN					
1	In our department, there are frequent disagreement about the idea / <i>Di dalam jabatan kami, terdapat perselisihan idea yang kerap.</i>	1	2	3	4	5
2	In our department, there are high differences of professional opinion / <i>Di dalam jabatan kami, terdapat perbezaan yang tinggi berkaitan pendapat profesional.</i>	1	2	3	4	5
3	Members in our department disagree frequently regarding the department decision / <i>Ahli jabatan kami kerap tidak bersetuju dengan keputusan jabatan.</i>	1	2	3	4	5
4	Personality clashes in the department / <i>Perbezaan personaliti di dalam jabatan.</i>	1	2	3	4	5
5	Grudge among members of the team / <i>Dendam antara ahli-ahli jabatan.</i>	1	2	3	4	5

**SECTION C : TASK CONFLICT**  
**BAHAGIAN C : KONFLIK TUGAS**

Respond to each statement by circling the extent to which you strongly agree, or agree, or neutral or disagree, or strongly disagree with them. Please use the following rating for your response.

**Fill and Tick the appropriate column.**

*Respon terhadap setiap pertanyaan dengan menandakan sama ada anda sangat setuju atau setuju atau neutral atau tidak bersetuju atau sangat tidak bersetuju. Sila gunakan skala berikut bagi setiap respon anda.*

**Isi dan Tandakan ruangan yang sesuai.**

1	2	3	4	5
<b>Strongly disagree</b> <i>(Sangat tidak bersetuju)</i>	<b>Disagree</b> <i>(Tidak bersetuju)</i>	<b>Neutral</b> <i>(Neutral)</i>	<b>Agree</b> <i>(Bersetuju)</i>	<b>Strongly agree</b> <i>(Sangat bersetuju)</i>

NO	QUESTIONS / SOALAN					
1	My department tended to disagree over alternatives / <i>Jabatan saya cenderung tidak bersetuju dengan alternatif-alternatif.</i>	1	2	3	4	5
2	The disagreements experienced by my department were directly related to task / <i>Ketidaksepakatan yang dialami oleh jabatan saya berkaitan langsung dengan tugas.</i>	1	2	3	4	5
3	My team members disagreed over solution proposed / <i>Ahli pasukan saya tidak bersetuju mengenai penyelesaian yang dicadangkan.</i>	1	2	3	4	5
4	My department members support different viewpoints / <i>Ahli-ahli jabatan saya menyokong pendapat yang berbeza.</i>	1	2	3	4	5
5	The differences experienced by my team were task related / <i>Perbezaan yang dialami oleh pasukan saya adalah berkaitan tugas.</i>	1	2	3	4	5

**SECTION D : TASK-ORIENTED LEADERSHIP**  
**BAHAGIAN D : KEPIMPINAN BERORIENTASIKAN TUGAS**

Respond to each statement by circling the extent to which you strongly agree, or agree, or neutral or disagree, or strongly disagree with them. Please use the following rating for your response. **Fill and Tick the appropriate column.**

*Respon terhadap setiap pertanyaan dengan menandakan sama ada anda sangat setuju atau setuju atau neutral atau tidak bersetuju atau sangat tidak bersetuju. Sila gunakan skala berikut bagi setiap respon anda. Isi dan Tandakan ruangan yang sesuai.*

1	2	3	4	5	
Strongly disagree (Sangat tidak bersetuju)	Disagree (Tidak bersetuju)	Neutral (Neutral)	Agree (Bersetuju)	Strongly agree (Sangat bersetuju)	
NO	QUESTIONS / SOALAN				
My leader / Ketua saya.....					
1	Make a "to do" list of the things that need to be done / <i>Buat senarai 'perkara yang perlu dilakukan' terhadap kerja yang perlu diselesaikan.</i>	1	2	3	4
2	Try to make the work fun for others / <i>Cuba membuat kerja yang menyeronokkan untuk orang-orang lain.</i>	1	2	3	4
3	Urge others to concentrate on the work at hand / <i>Menggalakkan orang-orang lain untuk menumpukan perhatian terhadap kerja yang dilakukan.</i>	1	2	3	4
4	Show concern for the personal the well-being of others / <i>Tunjukkan keprihatinan peribadi terhadap kesejahteraan orang lain.</i>	1	2	3	4
5	Set timelines for when the job needs to be done / <i>Tetapkan garis masa untuk sesuatu kerja perlu diselesaikan.</i>	1	2	3	4
6	Help group members get along / <i>Membantu ahli kumpulan untuk kekal bersama.</i>	1	2	3	4
7	Listen to the special needs of each group member / <i>Dengarkan keperluan khas setiap ahli kumpulan.</i>	1	2	3	4
8	Stress to others the rules and requirements for the project / <i>Tekankan kepada orang lain berkaitan peraturan dan keperluan sesuatu projek.</i>	1	2	3	4
9	Spend time exploring other people's ideas for the project / <i>Luangkan masa meneroka idea orang lain untuk projek kerja.</i>	1	2	3	4

**SECTION E : SELF-MANAGEMENT (OWN EMOTION)**  
**BAHAGIAN E : PENGURUSAN SENDIRI (EMOSI SENDIRI)**

Respond to each statement by circling the extent to which you strongly agree, or agree, or neutral or disagree, or strongly disagree with them. Please use the following rating for your response.

**Fill and Tick the appropriate column.**

*Respon terhadap setiap pertanyaan dengan menandakan sama ada anda sangat setuju atau setuju atau neutral atau tidak bersetuju atau sangat tidak bersetuju. Sila gunakan skala berikut bagi setiap respon anda.*

**Isi dan Tandakan ruangan yang sesuai.**

1	2	3	4	5
<b>Strongly disagree</b> <i>(Sangat tidak bersetuju)</i>	<b>Disagree</b> <i>(Tidak bersetuju)</i>	<b>Neutral</b> <i>(Neutral)</i>	<b>Agree</b> <i>(Bersetuju)</i>	<b>Strongly agree</b> <i>(Sangat bersetuju)</i>

NO	QUESTIONS / SOALAN					
1	I respect the opinion of team members, even if I think they are wrong / <i>Saya menghormati pendapat ahli pasukan, walaupun saya fikir mereka salah.</i>	1	2	3	4	5
2	I can overcome my frustration with other team members / <i>Saya dapat mengatasi kekecewaan saya dengan ahli pasukan lain.</i>	1	2	3	4	5
3	I try to see all sides of a disagreement before I come to a conclusion / <i>Saya cuba melihat semua sisi ketidaksepakatan sebelum saya membuat kesimpulan.</i>	1	2	3	4	5
4	I give a fair hearing to fellow team members ideas / <i>Saya memberikan pendengaran yang adil terhadap idea-idea ahli pasukan.</i>	1	2	3	4	5

**SECTION F : WORK CULTURE**  
**BAHAGIAN F : BUDAYA KERJA**

Respond to each statement by circling the extent to which you strongly agree, or agree, or neutral or disagree, or strongly disagree with them. Please use the following rating for your response. **Fill and Tick the appropriate column.**

*Respon terhadap setiap pertanyaan dengan menandakan sama ada anda sangat setuju atau setuju atau neutral atau tidak bersetuju atau sangat tidak bersetuju. Sila gunakan skala berikut bagi setiap respon anda. Isi dan Tandakan ruangan yang sesuai.*

1	2	3	4	5
Strongly disagree (Sangat tidak bersetuju)	Disagree (Tidak bersetuju)	Neutral (Neutral)	Agree (Bersetuju)	Strongly agree (Sangat bersetuju)
NO	QUESTIONS / SOALAN			
1	In this organization every day is different / <i>Dalam organisasi ini setiap hari adalah berbeza.</i>			
2	In this organization there is a clear preference for challenge / <i>Di dalam organisasi ini, terdapat keutamaan yang jelas bagi setiap cabaran.</i>			
3	In my department we know and understand our key processes / <i>Di jabatan saya, kami tahu dan memahami proses utama kami.</i>			
4	I am optimistic about the future of my department / <i>Saya optimis tentang masa depan jabatan saya.</i>			
5	In this organization change is fast and immediate / <i>Dalam organisasi ini, perubahan adalah pantas dan serta merta.</i>			
6	In this organization we are strongly aware of the competition and what they are doing / <i>Dalam organisasi ini, kami amat sedar tentang persaingan dan apa yang mereka lakukan.</i>			
7	My department has no rules about the use of memos, faxes and letters / <i>Jabatan saya tidak mempunyai peraturan mengenai penggunaan memo, faks, dan surat.</i>			
8	There a culture of teamwork and cooperation within the organization / <i>Terdapat budaya kerja berpasukan dan kerjasama dalam organisasi.</i>			

**Thank You for Taking the Time to Respond**

## SPSS Output

## D1 Frequencies Analysis

## Demographic Profile

Statistics									
		GENDER	AGE	EDUC	MARITAL	GRADE	INCOME	EXPER	DEPART
N	Valid	191	191	191	191	191	191	191	191
	Missing	0	0	0	0	0	0	0	0
Mean		1.53	3.99	1.99	1.90	5.57	4.27	2.98	2.73
Median		2.00	4.00	2.00	2.00	5.00	4.00	2.00	2.00
Std. Deviation		.500	1.376	.332	.324	1.039	.819	1.344	1.818

GENDER					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	90	47.1	47.1	47.1
	Female	101	52.9	52.9	100.0
	Total	191	100.0	100.0	

AGE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30 years	24	12.6	12.6	12.6
	31-35 years	61	31.9	31.9	44.5
	36-40 years	47	24.6	24.6	69.1
	41-45 years	11	5.8	5.8	74.9
	Above 46 years	48	25.1	25.1	100.0
	Total	191	100.0	100.0	

**EDUC**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	11	5.8	5.8	5.8
	Degree	170	89.0	89.0	94.8
	Master	10	5.2	5.2	100.0
	Total	191	100.0	100.0	

**MARITAL**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	21	11.0	11.0	11.0
	Married	169	88.5	88.5	99.5
	Divorced	1	.5	.5	100.0
	Total	191	100.0	100.0	

**GRADE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DG32	2	1.0	1.0	1.0
	DG34	4	2.1	2.1	3.1
	DG38	6	3.1	3.1	6.3
	DG41	88	46.1	46.1	52.4
	DG44	66	34.6	34.6	86.9
	DG48	13	6.8	6.8	93.7
	DG52	12	6.3	6.3	100.0
	Total	191	100.0	100.0	

**INCOME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RM2,000 - RM2,999	9	4.7	4.7	4.7
	RM3,000 - RM3,999	18	9.4	9.4	14.1
	RM4,000 - RM4,999	77	40.3	40.3	54.5
	Above RM5,000	87	45.5	45.5	100.0
	Total	191	100.0	100.0	

**EXPER**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 5 years	15	7.9	7.9	7.9
5 year - 10 years	81	42.4	42.4	50.3
11 years - 15 years	34	17.8	17.8	68.1
16 years - 20 years	14	7.3	7.3	75.4
More than 20 years	47	24.6	24.6	100.0
Total	191	100.0	100.0	

**DEPART**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Mechanical & Manufacturing Engineering	80	41.9	41.9	41.9
Electric & Electronic Engineering	27	14.1	14.1	56.0
Civil Engineering	18	9.4	9.4	65.4
ICT	8	4.2	4.2	69.6
Hospitality	47	24.6	24.6	94.2
Business	11	5.8	5.8	100.0
Total	191	100.0	100.0	

**D2 Descriptive Analysis****Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Mean_TC	191	2.50	5.00	751.00	3.9319	.62929
Mean_TASK	191	2.00	5.00	661.00	3.4607	.65251
Mean_TOL	191	1.00	4.00	434.88	2.2768	.51969
Mean_SM	191	2.00	5.00	705.50	3.6937	.52544
Mean_WC	191	1.17	4.00	448.17	2.3464	.60984
Valid N (listwise)	191					



### D3 Factor Analysis

#### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.738
Bartlett's Test of Sphericity	Approx. Chi-Square
	258.973
	df
	10
	Sig.
	.000

#### Communalities

	Initial	Extraction
TC1	1.000	.611
TC2	1.000	.691
TC3	1.000	.700
TC4	1.000	.404
TC5	1.000	.133

Extraction Method: Principal Component Analysis.

#### Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.540	50.795	50.795	2.540	50.795	50.795
2	.965	19.302	70.097			
3	.756	15.114	85.210			
4	.402	8.042	93.252			
5	.337	6.748	100.000			

Extraction Method: Principal Component Analysis.

#### Component Matrix<sup>a</sup>

	Component
	1
TC1	.781
TC2	.831
TC3	.837
TC4	.636
TC5	

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.834
Bartlett's Test of Sphericity	Approx. Chi-Square
	1259.312
	df
	91
	Sig.
	.000

### Communalities

	Initial	Extraction
TASK1	1.000	.564
TASK2	1.000	.535
TASK3	1.000	.682
TASK4	1.000	.460
TASK5	1.000	.427
TOL1	1.000	.572
TOL2	1.000	.540
TOL3	1.000	.535
TOL4	1.000	.700
TOL5	1.000	.251
TOL6	1.000	.475
TOL7	1.000	.623
TOL8	1.000	.455
TOL9	1.000	.599

Extraction Method: Principal Component Analysis.

### Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.117	36.549	36.549	5.117	36.549	36.549	4.524	32.315	32.315
2	2.300	16.430	52.978	2.300	16.430	52.978	2.893	20.663	52.978
3	1.668	11.914	64.892						
4	.811	5.792	70.684						
5	.676	4.826	75.510						
6	.585	4.176	79.686						
7	.543	3.880	83.566						
8	.504	3.599	87.166						

9	.378	2.699	89.864						
10	.350	2.501	92.365						
11	.329	2.351	94.716						
12	.289	2.064	96.780						
13	.251	1.793	98.574						
14	.200	1.426	100.000						

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix<sup>a</sup>**

	Component	
	1	2
TASK1		.751
TASK2		.662
TASK3		.814
TASK4		.676
TASK5		.651
TOL1	.749	
TOL2	.663	
TOL3	.731	
TOL4	.823	
TOL5		
TOL6	.628	
TOL7	.789	
TOL8	.665	
TOL9	.744	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 3 iterations.

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.814
Bartlett's Test of Sphericity	Approx. Chi-Square
	962.482
	df
	66
	Sig.
	.000

### Communalities

	Initial	Extraction
SM1	1.000	.670
SM2	1.000	.619
SM3	1.000	.431
SM4	1.000	.300
WC1	1.000	.538
WC2	1.000	.765
WC3	1.000	.506
WC4	1.000	.595
WC5	1.000	.581
WC6	1.000	.642
WC7	1.000	.219
WC8	1.000	.681

Extraction Method: Principal Component Analysis.

### Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared		
	Loadings			Loadings			Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.586	38.217	38.217	4.586	38.217	38.217	3.575	29.790	29.790
2	1.962	16.346	54.563	1.962	16.346	54.563	2.973	24.773	54.563
3	1.083	9.021	63.584						
4	.874	7.284	70.868						
5	.754	6.282	77.150						
6	.617	5.138	82.288						
7	.578	4.820	87.107						
8	.425	3.543	90.651						
9	.336	2.798	93.448						
10	.326	2.719	96.167						
11	.262	2.181	98.348						
12	.198	1.652	100.000						

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix<sup>a</sup>**

	Component	
	1	2
SM1		.818
SM2		.779
SM3		.645
SM4		.512
WC1	.725	
WC2	.839	
WC3	.644	
WC4	.708	
WC5	.760	
WC6	.756	
WC7		
WC8		-.808

Extraction Method: Principal

Component Analysis.

Rotation Method: Varimax with

Kaiser Normalization.<sup>a</sup>**D4 Reliability Analysis****Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.784	.785	4

**Item Statistics**

	Mean	Std. Deviation	N
TC1	4.03	.771	191
TC2	3.79	1.015	191
TC3	4.00	.761	191
TC4	3.91	.639	191

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TC1	11.70	3.884	.612	.452	.721
TC2	11.94	2.933	.683	.472	.691
TC3	11.73	3.757	.678	.507	.689
TC4	11.82	4.708	.440	.237	.798

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.773	.784	5

#### Item Statistics

	Mean	Std. Deviation	N
TASK1	2.99	1.095	191
TASK2	2.38	.862	191
TASK3	2.90	1.059	191
TASK4	2.31	.757	191
TASK5	2.12	.655	191

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TASK1	9.71	6.514	.524	.476	.747
TASK2	10.31	7.280	.564	.419	.725
TASK3	9.80	6.100	.654	.540	.690
TASK4	10.39	7.849	.524	.388	.740
TASK5	10.58	8.255	.521	.360	.746

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.877	.879	8

### Item Statistics

	Mean	Std. Deviation	N
TOL1	3.78	.714	191
TOL2	3.48	.839	191
TOL3	3.74	.619	191
TOL4	3.69	.684	191
TOL6	3.78	.764	191
TOL7	3.86	.685	191
TOL8	3.86	.591	191
TOL9	3.60	.747	191

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TOL1	26.01	13.310	.666	.461	.859
TOL2	26.31	12.836	.623	.456	.865
TOL3	26.05	14.119	.598	.499	.866
TOL4	26.09	13.054	.762	.644	.849
TOL6	26.01	13.468	.577	.421	.869
TOL7	25.93	13.405	.680	.493	.857
TOL8	25.92	14.546	.530	.335	.872
TOL9	26.19	12.996	.693	.534	.856

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.698	.723	4

### Item Statistics

	Mean	Std. Deviation	N
SM1	2.64	.995	191
SM2	2.42	.756	191
SM3	2.11	.527	191
SM4	2.06	.515	191

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SM1	6.59	1.949	.532	.319	.643
SM2	6.81	2.420	.607	.383	.550
SM3	7.12	3.197	.501	.296	.643
SM4	7.17	3.372	.413	.211	.682

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.867	.868	6

#### Item Statistics

	Mean	Std. Deviation	N
WC1	3.44	.892	191
WC2	3.54	.819	191
WC3	3.93	.599	191
WC4	3.64	.820	191
WC5	3.73	.746	191
WC6	3.63	.815	191

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
WC1	18.48	9.230	.621	.425	.854
WC2	18.38	8.815	.803	.657	.818
WC3	17.99	10.695	.596	.447	.857
WC4	18.28	9.286	.686	.532	.840
WC5	18.19	10.041	.590	.397	.856
WC6	18.29	9.206	.711	.574	.835



## D5 Pearson Correlation

		Correlations				
		Mean_TC	Mean_TASK	Mean_TOL	Mean_SM	Mean_WC
Mean_TC	Pearson Correlation	1	.361**	-.285**	-.226**	-.502**
	Sig. (2-tailed)		.000	.000	.002	.000
	N	191	191	191	191	191
Mean_TASK	Pearson Correlation	.361**	1	-.312**	.355**	-.373**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	191	191	191	191	191
Mean_TOL	Pearson Correlation	-.285**	-.312**	1	-.423**	.645**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	191	191	191	191	191
Mean_SM	Pearson Correlation	-.226**	.355**	-.423**	1	-.360**
	Sig. (2-tailed)	.002	.000	.000		.000
	N	191	191	191	191	191
Mean_WC	Pearson Correlation	-.502**	-.373**	.645**	-.360**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	191	191	191	191	191

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## D6 Multiple Regression

Variables Entered/Removed <sup>a</sup>			
Model	Variables Entered	Variables Removed	Method
1	Mean_WC, Mean_TASK, Mean_SM, Mean_TOL <sup>b</sup>		Enter

a. Dependent Variable: Mean\_TC

b. All requested variables entered.

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.735 <sup>a</sup>	.540	.530	.43135

a. Predictors: (Constant), Mean\_WC, Mean\_SM, Mean\_TASK, Mean\_TOL

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40.632	4	10.158	54.594	.000 <sup>b</sup>
	Residual	34.608	186	.186		
	Total	75.240	190			

a. Dependent Variable: Mean\_TC

b. Predictors: (Constant), Mean\_WC, Mean\_SM, Mean\_TASK, Mean\_TOL

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	6.813	.385	17.704	.000
	Mean_TASK	.329	.054	.341	.000
	Mean_TOL	-.094	.082	-.078	.251
	Mean_SM	-.683	.068	-.570	.000
	Mean_WC	-.547	.069	-.530	.000

a. Dependent Variable: Mean\_TC



**UUM**  
Universiti Utara Malaysia

Permission Letter



KEMENTERIAN PENDIDIKAN MALAYSIA  
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN  
ARAS 1-4, BLOK E8  
KOMPLEKS KERAJAAN PARCEL E  
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN  
62604 PUTRAJAYA

TEL : 0388846591  
FAKS : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(2962)  
Tarikh : 27 Januari 2019

**ZUBIR BIN ABDULLAH**  
**NO. KP : 840918045029**

257, JALAN SERULING 4, TAMAN SERULING  
8000 SUNGAI PETANI  
KEDAH

Tuan,

**KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN :  
FAKTOR YANG MEMPENGARUHI KONFLIK PASUKAN TERHADAP GURU KOLEJ VOKASIONAL DI NEGERI KEDAH**

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan dengan syarat :

**" MENDAPAT KEBENARAN BPTV "**

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **30 Januari 2019** hingga **11 April 2019**

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini. Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menjalankan amanah,

Ketua Sektor  
Sektor Penyelidikan dan Penilaian  
b.p. Pengarah  
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan  
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN KEDAH

\* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN \*



**KEMENTERIAN PENDIDIKAN MALAYSIA**  
JABATAN PENDIDIKAN NEGERI KEDAH  
KOMPLEKS PENDIDIKAN, JALAN STADIUM  
05604 ALOR SETAR  
KEDAH DARUL AMAN

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Laman Web : www.moe.gov.my

Ruj Kami : JPK. SPS.UPP 600-1/1/2 Jld.7(90)  
Tarikh : 2 / Februari 2019

Zubir bin Abdullah  
257, Jalan Seruling 4  
Taman Seruling  
08000 Sungai Petani  
Kedah Darul Aman

Tuan,

**Kebenaran Untuk Menjalankan Kajian/ Soal Selidik di Jabatan Pendidikan Negeri /  
Pejabat Pendidikan Daerah dan Sekolah – Sekolah di Negeri Kedah Darul Aman**

Saya dengan hormatnya diarah merujuk kepada perkara tersebut di atas.

2. Dimaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian yang bertajuk  
" **Faktor Yang Mempengaruhi Konflik Pasukan Terhadap Guru Kolej Vokasioanal Di  
Negeri Kedah**" telah diluluskan dengan syarat mendapat kebenaran BPTV.

3. Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan  
penyelidikan yang tuan/puan kemukakan ke Kementerian Pendidikan Malaysia. Tuan/Puan  
dikehendaki mengemukakan senaskah laporan akhir kajian setelah selesai kelak dan  
diingatkan supaya mendapat kebenaran terlebih dahulu daripada Jabatan ini sekiranya  
sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana  
forum, seminar atau diumumkan kepada media.

4. Kebenaran ini adalah tertakluk kepada persetujuan Pengetua/ Guru Besar sekolah  
berkenaan dan adalah sah bermula dari 30 Januari 2019 hingga 11 April 2019.

Sekian, terima kasih.

" BERKHIDMAT UNTUK NEGARA "  
" KEDAH AMAN MAKMUR- HARAPAN BERSAMA MAKMURKAN KEDAH "  
" PENDIDIKAN CEMERLANG KEDAH TERBILANG "

Saya yang menjalankan amanah,

( MD FAJUDIN BIN HAJI MORAD, BCK. )  
Ketua Unit  
Unit Perhubungan dan Pendaftaran  
Sektor Pengurusan Sekolah  
b.p. Pengarah Pendidikan Kedah Darul Aman



BAHAGIAN PENDIDIKAN TEKNIK DAN VOKASIONAL  
(TECHNICAL AND VOCATIONAL EDUCATION DIVISION)  
KEMENTERIAN PENDIDIKAN MALAYSIA  
(Ministry of Education Malaysia)  
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Ruj. Kami : KPM.600-3/2/3 Jld.65(2)  
Tarikh : 31 Januari 2019

Zubir bin Abdullah  
No. 257, Jalan Seruling 4  
Taman Seruling  
8000 Sungai Petani  
KEDAH

Tuan,

**KEBENARAN UNTUK MENJALANKAN KAJIAN PENYELIDIKAN IJAZAH SARJANA  
BERTAJUK FAKTOR YANG MEMPENGARUHI KONFLIK PASUKAN TERHADAP  
GURU KOLEJ VOKASIONAL DI NEGERI KEDAH**

Dengan hormatnya perkara di atas adalah dirujuk dan salinan surat kebenaran bersyarat dari Bahagian Perancangan dan Penyelidikan Dasar Pendidikan dengan rujukan KPM.600-3/2/3-eras (2962) bertarikh 27 Januari 2019 adalah berkaitan.

2. Bahagian ini telah meneliti kandungan cadangan kajian dan sangat mengalu-alukan kesediaan tuan untuk menjalankan kajian sebagaimana **tajuk** yang dipohon oleh pihak tuan.

3. Sehubungan itu, pihak kami tiada halangan untuk tuan menjalankan penyelidikan dan menggunakan sampel kajian yang dicadangkan dalam kajian ini. Namun begitu, dapatan kajian adalah terhad dan **bukan untuk dibentangkan di mana-mana forum, seminar atau diumumkan kepada media massa.**

4. Tuan adalah dipohon untuk mendapatkan kebenaran daripada Pengarah Kolej Vokasional yang terlibat dengan kajian terlebih dahulu dan memastikan perancangan telah dibuat dengan teliti mengikut prosedur yang telah ditetapkan agar ia tidak mengganggu proses PdP di kolej vokasional berkenaan.

5. Surat kelulusan ini sah digunakan sehingga **11 April 2019**. Pihak tuan juga adalah diminta mengemukakan **satu naskah laporan akhir kajian ke Sektor Perancangan dan Penilaian, BPTV setelah penyelidikan ini selesai dalam tempoh 3 bulan**. Kami berharap pihak tuan dapat memenuhi keperluan yang kami tetapkan dan berjaya dalam pengajian tuan.

6. Sebarang pertanyaan berhubung perkara ini boleh dikemukakan kepada **Pn.Azleani binti Mohd Azley** di talian **03-88845219**. Kerjasama daripada pihak tuan amatlah dihargai dan didahului dengan ucapan terima kasih.

Sekian.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menjalankan amanah

  
(ZAINUREN BIN HAJI MOHD NOR)  
Pengarah  
Bahagian Pendidikan Teknik dan Vokasional  
Kementerian Pendidikan Malaysia



Universiti Utara Malaysia